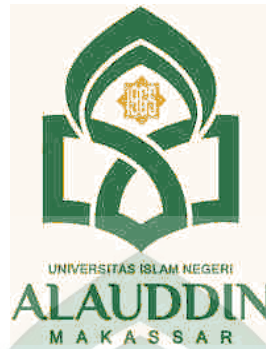


**DESIGNING MULTIPLE CHOICE ENGLISH TEST FOR THE
FIRST SEMESTER AT SECOND GRADE OF SMPN 6
MONCONGLOE BULU KAB. MAROS**



A Thesis

*Submitted in partial fulfillment of the requirements for the degree of
sarjana pendidikan (S.Pd) of English education department
tarbiyah and teaching science faculty Alauddin
state Islamic University of Makassar*

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ACKNOWLEDGEMENT



Alhamdulillah Robbil Alamin. The researcher praises her highest gratitude to the almighty Allah swt., who has given His blessing and mercy to her in completing this thesis. Salam and Shalawat are due to the highly chosen Prophet Muhammad saw., His families and followers until the end of the world.

Further, the researcher also expresses sincerely unlimited thanks and big affection to her beloved parents (**H. Muh. Nasir – Hj. Masuari**) for their prayer, financial, motivation and sacrificed for her success, and their love sincerely and purely without time. The researcher considers that in carrying out the research and writing this thesis, many people have also contributed their valuable guidance, assistance, and advices for the completion of this thesis. They are:

1. **Prof. Dr. H. Musafir Pababbari, M.Si.,** as the Rector of Alauddin State Islamic University of Makassar.
2. **Dr. H. Muhammad Amri, Lc., M.Ag.,** the Dean of Tarbiyah and Teaching Science Faculty of UIN Makassar.
3. **Dr. Kamsinah, M.Pd. I.,** the Head of English Education Department of Tarbiyah and Teaching Science Faculty of UIN Makassar and the secretary **Sitti Nurpahmi S.Pd., M.Pd.**
4. **Sitti Nurpahmi, S.Pd., M.Pd.** as the first consultant and **Nur Aliyah Nur, S.Pd.I., M.Pd.** as the second consultant who have given their really valuable

time and patience, supported assistance and guided the researcher to finish this thesis in many times.

5. The most profound thanks to the all lecturers of English Department and all staffs of Tarbiyah and Teaching Science Faculty for their help, support, and guidance during the writer's conducted her study at Alauddin State Islamic University (UIN) Makassar. The writer did not forget to thanks **Dahniar, S.Pd., M.Pd** and **Andi Asmawati, S.Pd., M.Pd** as experts who validate her product.
6. The headmaster, the English teachers, and all the second grade students of SMPN 6 Moncongloe Bulu Kab. Maros who sacrificed their time and activities for being the subject of this research.
7. The head and staff of library of UIN Alauddin Makassar.
8. The less but no less important, all of her friends in English Education Department of year 2012 especially for her best friends in group 3 and 4 whose names could not be mentioned one by one, for their friendship, togetherness, laugh, support, and many stories we had made together.
9. Finally, for everyone who had been connected with this research directly or indirectly, may Allah swt., be with us now and forever. Amin Yaa Rabbal Alamiin.

Researcher,

ESTIATI

LIST OF CONTENT

	Pages
COVER PAGE	i
PERNYATAAN KEASLIAN SKRIPSI	ii
PERSETUJUAN PEMBIMBING	iii
PENGESAHAN SKRIPSI	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURE	xi
LIST OF APPENDICES	xii
ABSTRACT	xiii
CHAPTER I INTRODUCTION	
A. Background	1
B. Problem Statement	4
C. Objectives of the Research	4
D. Specification of the Expected Product	4
E. Research Significance.....	5
F. Research Scope	6
G. Definition of Operational Terms	6
CHAPTER II REVIEW OF RELATED LITERATURES	
A. Related Research Findings	7
B. Some Partinent Ideas	7
1. Definition of Test	7

2. Types of Test	8
3. Categories of Good Test	11
4. Item Analysis of Test	14
5. Multiple Choice Test	17
6. Theoretical Framework	20

CHAPTER III RESEARCH METHOD

A. Research and Development Model	23
B. Research and Development Procedures	24
1. Analysis	24
2. Design	24
3. Development	24
4. Implementation	25
5. Evaluation	25
B. Try-out Product	25
1. Try-out Design	25
2. Try-out Subject	25
3. Types of Data	26
4. Instrument	26
5. Data Analysis Techniques	26

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings	31
B. Discussions	48

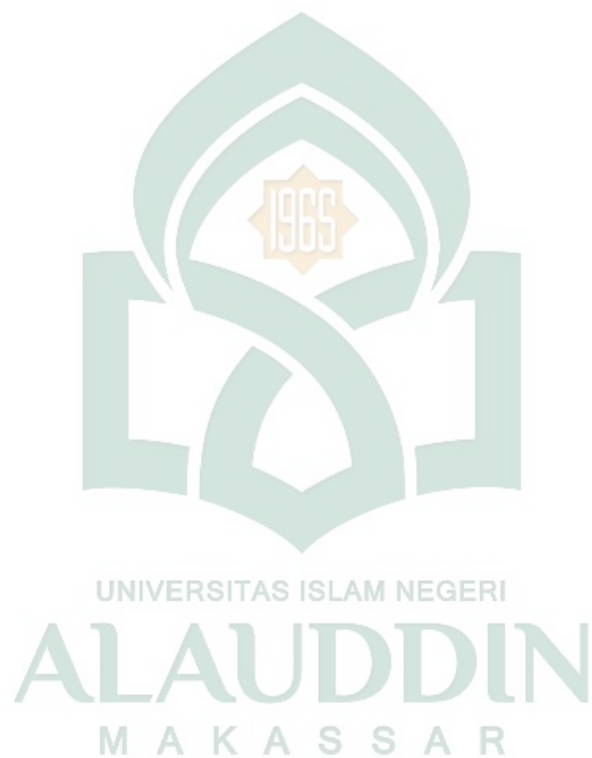
CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions52

B. Suggestion53

BIBLIOGRAPHY55

APPENDICES58



LIST OF TABLES

Table	pages
1. The rank scale of difficulty level	15
2. The rank scale of discriminating power	16
3. The mean score classification	27
4. The validity classification	28
5. The reliability classification	29
6. The difficulty level classification	30
7. The expert judgment rubric	33
8. The validity analysis	38
9. The reliability analysis	39
10. The difficulty level analysis	40



LIST OF FIGURES

Figure	pages
1. Theoritical Framework	22
2. ADDIE Models	23



LIST OF APPENDICES

Appendix	pages
1. Designed Test.....	58
2. Answer Key.....	68
3. Result of Test	69
4. Blue print	89
5. Expert Judgment Rubric.....	95
6. Analysis of Result on the experts' judgment rubric.....	105
7. Items Analysis Multiple Choice Test of 26 Students.....	108
8. Validity and Reliability Analysis	109
9. Table of Critical value of Product Moment	100
10. Item Analysis Multiple Choice Test	101
11. Item Analysis Multiple Choice Test Based on Classification.....	102
12. Syllabus	104
13. Lesson plan.....	127

ABSTRACT

Researcher : Estiati
Title : Designing Multiple Choice English Test for the First Semester at Second Grade of SMPN 6 Moncongloe Bulu Kab. Maros
Consultant I : Sitti Nurpahmi, S.Pd., M.Pd
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The main objective of this study was to design multiple choice English test especially KD 3.1-3.6 of 2013 curriculum as evaluation in the field of learning result, either by students and educator. The problem statements of this research are: (1) how is the design a typical good multiple choice English test for the first semester; (2) how is the validity and reliability of multiple choice test; (3) how is the difficulty level of the multiple choice English test items. This research was conducted for the first semester at second grade of SMPN 6 Moncongloe Bulu Maros. In this research, the number of the population were 26 students.

The research design used by researcher of this research was Research and Development (R&D). R&D is a name of one research designs involving the classroom problems, studying recent theories of educational product development, developing the educational products, validating the product to experts, and field testing the product (Mubar, 2015). The researcher adopted ADDIE Model. ADDIE is acronym of Analysis, Design, Development, Implementation, and Evaluation.

The result of the research of the second grade students of SMPN 6 Moncongloe Bulu Maros showed that, the criteria a good test of the design of the test is good and can be applied. Based on the whole analysis of test, it can be concluded that first the overall validity of multiple choice tests contains (0,462) are valid and reliability of multiple choice tests are reliable since the reliability index was higher than the table value of critical of product moment. Second, the difficulty level of multiple choice test items there were twenty-one medium items, eleven easy items, one to easy item, and seven difficulty items of the test.

Finally, the designed multiple choice English test for the first semester at second grade consists of 40 items questions based on 2013 curriculum KD 3.1-3.6 and thirteen materials of the test can be used to assess in the students learning achievement. In addition, for the teacher before applying the test to the students, each item of the test should be analyzed, reviewed and tried out by the teachers to have a valid and reliable test.

CHAPTER I

INTRODUCTION

A. Background

English is an international language which is learnt by most people in the world. Nowadays, English has become a subject matter which is taught from junior high school to universities. The researcher can find that a lot of schools in big cities include English as one of their subject matters. There are four language skills that should be learned by learners, namely reading, writing, speaking and listening. To achieve these objectives, the English teachers are expected to use communicative approach in their teaching learning process.

In any kind of education at certain times during the period of education will always hold the evaluation, it means that, at certain times during the period of education will always hold an assessment of the results achieved, either by the students and the educators. Evaluation in the field of learning result has the objective to determine the differences in the ability of learners and to measure their success, both individually as well as collectively.

In addition, to determine whether the objectives that have been formulated are achieved or not, whether the materials that have been taught are mastered or not by students, whether the method used is suitable or not, all these questions can be answered through the evaluation or assessment activities. Therefore, assessment is one of the most effective ways to evaluate the students learning activities and their achievement.

In the field of English teaching-learning process we are particularly concerned to know whether we are doing the right thing and whether our activities will lead to the outcome we want to achieve. Tardif et al (2003:195 as cited in Syah) stated that evaluation is the process of assessing to describe student achievement in accordance with the criteria established. In the evaluation, educators will know the level of student achievement that has been accomplished. The test is one of vehicle for education evaluation program. As one assessment tool, the test is usually defined as a collection of items that the answer can be stated true-false. According to its shape, an objective test in the form of multiple choices or multiple choices up to now is the tests which are more frequently used.

Suharsimi (2013:183) states that, multiple choices consist of information part (stem) and the part of the possible answers or alternatives (option). Possible answers (option) consist of one right answer that is key to answer and some distractors. Multiple choice test items can be used to measure knowledge result and various types of complex learning result.

Based on the statements above, the researcher had conducted a preliminary study by interviewing some English teachers and students in second grade of SMP Negeri 6 Moncongloe Bulu in June 2015 in Maros. In the preliminary study, it was exposed that, the teachers in that school are rare give English test in the form of a multiple choice to students because of the many things that must be considered in making a multiple-choice test and things that make teachers very difficult to create multiple choice tests. The teacher always uses essay question for her students without considering multiple choice question. In addition, in this

preliminary study, actually the students prefer to be given English test in the form of multiple choice because students were more easily answered simply by selecting one item selection in each question and students' found difficulties in completing the test when it is in the form of an essay. Beside that, the multiple choice questions formulated clear and concise, so the time required shorter to answer the question. And also students only remember or understand the learning material they learn when to be given a multiple choice test without having to memorize every core learning materials such as when they encounter essay questions.

Based on the facts stated previously, the researcher assumes that, the facts will become a problem if it is not solved soon. For this assumption, the researcher is interested in conducting development research. By doing this research, the researcher expected that this research can solve the problems stated previously by designing multiple choice English test for the second grade students of junior high school.

In designing a test, multiple choice English tests have some things that must be considered, namely presenting a good selection of items distractors, the multiple choice test is only one correct answer, the sentences on each item should be as short as possible and avoid putting negative word in the statement or answer choices. This test measures students' ability to recognize appropriate grammatical structure, vocabulary, and writing. On the other hand, the assessment of the learning result, the test can be expected to describe the behavior of sample and produce objective of accurate values.

Based on the explanation above, the researcher was interested in carrying out a research in SMP Negeri 6 Moncongloe Bulu by designing English tests. Therefore the researcher formulates the title: **Designing Multiple Choice English Test for the First Semester at Second Grade of SMPN 6 Moncongloe Bulu Maros** to overcome the problems stated previously.

B. Problem Statement

Designing multiple choice English test is the focus of this research. In order to be able to examine the problem, the researcher formulates the following research questions:

1. How is the design a typical good multiple choice English test for the first semester at second grade of SMPN 6 Moncongloe Bulu Maros?
2. How is the validity and reliability of the multiple choice English test?
3. How is the difficulty level of the multiple choice English test items?

C. Objective of the Research

The specific objectives of this research are explained as follows:

1. To design a good multiple choice English test for the first semester at second grade of SMPN 6 Moncongloe Bulu Maros
2. To identify validity and reliability of the multiple choice English test.
3. To identify difficulty level of the multiple choice English test items.

D. Specification of the Expected Product

The expected product of this research is a multiple choice English test for the first semester students at second grade consisting of appropriate and

understandable materials dealing with the students' needs. The designed products in this research focuses on the material in making a test based on 2013 curriculum KD 3.1-3.6. Those materials based KD 3.1-3.6, they were to ask for attention, to check comprehension, to give opinions and ask opinions, show appreciation, to state and ask if one can do something, to give instruction, to give invitation, to give prohibition, to ask for a permission, to make a personal invitation, to make a greeting card, declare and asking the existing people, noun, and animal, and the last declare and asking event; general truth (Simple Present). Moreover, these tests were designed to determine the level of achievement or students' achievement.

E. Research Significance

The findings of the present study should have significance which should give both theoretical and practical importance. The result of the study is expected to give the following importances:

1. Theoretical significance

Theoretically, the researcher expected the result of this research given contribution to the field of language testing, especially the researcher for test design of multiple choice test.

2. Practical significance

Practically, the researcher expected that the results of this research given the teacher, students, and academic communities good multiple choice English test to be used to measure the students achievement at SMPN 6 Moncongloe Bulu, especially the students understanding of the materials of KD 3.1-3.6.

F. Research Scope

The researcher limits her research in designing multiple choice English test based on 2013 curriculum in KD 3.1-3.6 for the first semester at the students second grade of SMPN 6 Moncongloe Bulu, including the description of the validity, reliability and difficult level of the test.

G. Operational Definition of Term

This section, the researcher would like to give the operational definition of the terms:

Designing is everything related to the drafting, data analyzing, project planning, drawing / rendering, cost calculation, prototyping, testing frame, and test reading.

Multiple-choice test consists of incomplete questions or statements are not complete in which respondents asked to choose one answer has been provided from the list to complete the statement.

Test is any series of questions or exercises or other means of measuring the skill, knowledge, intelligence, capacities of aptitudes or an individual or group.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides previous research findings and pertinent ideas which covers definition of test, types of test, categories of good test, item analysis of test, and multiple choice test.

A. Previous Research Findings

The researcher has some relevant previous researches that support this research. The research is inspired from final project of Tahmid (2004) finds that the teacher's multiple choice English test for the student were not effective to differentiate between the smart and the stupid student. Nursiang (2007) finds that the multiple choice test is better than cloze test to measure students achievement in reading comprehension.

Based on the research findings above, the researcher concludes that, students prefer to complete the test in the form of multiple-choice test than other tests. The researcher designed multiple-choice English test for the first semester. In addition, the researcher analyzed the tests that had been made such as validity, reliability, as well as analysis of test item which consists of difficulty level.

B. Pertinent Ideas

1. Definition of Test

Arikunto (2013:66) stated that, when people hear the word assessment and evaluation, they often think of tests. The test word is derived from *testum*. It means the plate to keep off the pure metals. Test is a tool or procedures used to measure and know something based on the specific clues. If we are talking

about test, there are some terminologies. Firstly is testee, the despondences that are doing the test. Secondly is tester, is someone who is responsible to collect and resume the despondences result.

Heaton (1988:5) stated that, tests may be constructed primarily as devices to reinforce learning and to motivate the student or primarily as a means of assessing the student's performance in the language. In the former case, the test is geared to the teaching that has taken place, where as in the latter case the teaching is often geared largely to the test. Then, Brown (2004:3) added that, a test is a method of measuring persons ability or knowledge in a given domain. It consists of some systematic procedures for gathering data about students achievement and can be instrument, techniques, or procedures to have the students respond through performance or tasks in the form of set question.

Hughes (1993:7) stated that testing has several purposes as follows:

1. To measure language proficiency;
2. To discover how successful students have been in achieving the objectives of a course of study;
3. To diagnose students' strengths and weaknesses, to identify what they know and what they do not know;
4. To assist placement of students by identifying the stage or part of a teaching program most appropriate to their ability.

2. Types of Test

There are some several types of test according to Hughes (1993:9). There are:

a. Proficiency test

Proficiency tests are kinds of tests designed to measure people's ability in a language, regardless of any training they may have had in that language. The content of a proficiency test, therefore, is not based on the content or objectives of language courses that people taking the test may have followed. Rather, it is based on a specification of what candidates have to be able to do in the language in order to be considered proficient.

Proficiency tests are often used for placement or selection, and their relative merit lies in their ability to spread students out according to ability on a proficiency range within the desired area of learning.

b. Achievement test

As its name reflected, the purpose of achievement test is to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives. Brown (2004:47) stated that, an achievement test is related directly to classroom lessons, units, or even a total curriculum.

Thus it can be inferred that achievement tests are used to measure the extent of learning in a prescribed content domain, often in accordance with explicitly stated objectives of a learning program. Achievement tests are also used by teacher to motivate students to study. If students know they are going to face a quiz at the end of the week, or an end of semester achievement test, the effect is often an increase in study time near the time of the test.

c. Aptitude test

Brown (2004:43) stated that, aptitude test is designed measure capacity or general ability to learn a foreign language and ultimate success in that undertaking. Aptitude tests are ostensibly designed to apply to the classroom learning of any language. Ormrod (2008:347) also stated that, aptitude test is to identify students who are most likely to success in certain subjects. The test may also be used to counsel students about educational plans and career choices in the future.

Aptitude test measure a student's probable performance in learning foreign language, showing whether the student has any special aptitude for learning a new language or its grammatical structures.

d. Diagnostic test

Heaton (1988:173) stated that, diagnostic test is widely used; few tests are constructed solely as diagnostic tests. Note that diagnostic testing is frequently carried out of groups of students rather for individuals.

In summary, diagnostic tests are designed to diagnose a particular aspect of a language and can be used to check the students in learning a particular element of the course. For example: it can be used at the end of a chapter in the course book or after finished one particular on lesson.

e. Placement test

Brown (2004:54) stated that, certain proficiency tests can act in the role of placement tests, the purpose of which is to place a student into a particular level or section of a language curriculum or school. A placement test usually, but not

always, includes a sampling of the material to be covered in the various course in a curriculum, a students performance on the test should indicate the point at which the students will find material neither too easy nor too difficult but appropriately challenging

3. Categories of Good Test

Test as an instrument of obtaining information should have a good quality. The quality of a test will influence the result of the test itself. Once the test has a good quality, the right information will be gained and used to make accurate decision to the students achievement.

Arikunto (2013:72) stated that, a well constructed test should have five main characteristics which involve validity, reliability, practicality, objectivity and economical. Brown (2004:19) also stated that, a well constructed test should have five main characteristics which involve validity, reliability, practicality, authenticity and washback. Validity is the degree to which the test actually measures what is intended to measure. Reliability is consistent and dependable. A practicality is means of financial limitations, time constraints, ease of administration, and scoring and interpretation. Then, authenticity is defined as a concept that is a little slippery to define, especially within the art and the science of evaluating and designing tests. Meanwhile, washback is the effect of testing in teaching and learning.

a. Validity

A test has validity if it measures appropriately, what it is supposed to measure. Heaton (1988:159) stated that, the validity of a test is the extent to which it measures what is to measures and nothing else.

Validity in testing and assessment have traditionally been understood to mean discovering whether a test measures accurately what it is intended to measure or uncovering the appropriateness of a given test or any of its component parts as a measure of what it is purposed to measure. The view of validity presupposes that when we write a test we have an intention to measure something, that the something is real and that validity enquiry concerns finding out whether a test actually does measure what is intended.

b. Reliability

The second criterion of a good test is reliability. Heaton (1988:162) stated that, reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument.

In other word, Brown (2004:20) stated that, a reliable test is consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield similar result. The issue of reliability of test may best be addressed by considering a number of factors that may contribute to the unreliability of a test.

c. Practicality

A test is called to have a good practicality when the tests are practical and easy to administrate. Sudijono (2012:97) stated that, a good practicality on the

test means that the test should have two criterion: a). Simple, it does not require much equipment or tools that are difficult to procure. b). Complete, it comes with instructions on how to do it, the answer keys and its scoring guidance.

In researcher's opinion, an evaluation procedure must meet certain practical requirements. It should be easily administered and scored and it should provide results that can be accurately applied and interpreted by the school administrator.

d. Authenticity

Brown (2004:28) stated that, authenticity is a concept that is little slippery to define, especially within the art and science of evaluating and designing tests. Palmer in Brown (2004:28) define authenticity as “the degree of correspondence of the characteristics of a given language test task to the features of a target language task,” and then suggest an agenda for identifying those target language tasks and for transforming them into valid test items.

In a test, authenticity may be present in the following ways:

- 1) The language in the test is as natural as possible
- 2) Items are contextualized rather than isolated
- 3) Topics are meaningful (relevant, interesting) for the learner
- 4) Some thematic organization to items is provided, such as through a story line or episode
- 5) Tasks represent, or closely approximate, real-world task

e. Washback

The last major principle of language testing is washback. Brown (2004:28) stated that, it is the effects the tests have on instruction in terms of how students prepare for the test. Washback also includes the effects of an assessment on teaching and learning prior to the assessment itself, that is, on preparation for the assessment. Fulcher in Haryanti (2014:20) also stated that, washback refers to the extent to which the introduction and use of a test influences language teachers and learners to do things that they would not otherwise do that promote or inhibit language learning. Here, the researcher can concluded that washback is generally defined as the influence of testing on teaching and learning.

4. Item Analysis of Test

A good test should also be good at its item analysis, that is some rather simple statistical ways of checking individual items. Brown (2004:58-60) stated that, “there are three main components of item analysis, they are: difficulty level, discriminating power and the effectiveness of the distractor.

a. Level of Difficulty

Arikunto (2013:222) stated that, a good test is tests which are not too easy or too difficult. A good test item should have the level of difficulty, which includes easy, moderate and difficult level. An effective and good test should have the items that belong to moderate level. The item that is too easy or difficult potentially weaken the quality of the test and the valid data of information about students achievement will not be acquired.

level of difficulty must be interpreted in the rank scale of difficulty level, as follows:

Table 1
The rank scale of difficulty level

Interpretation	P
Difficult	$0 < p < 0.30$
Moderate	$0.31 < p < 0.70$
Easy	$0.71 < p < 1.00$

b. Discrimination Power

Brown (2004:59) stated that, discriminating power is the extent to which an item differentiates between high and low test-takers. Sudijono (2012:387) stated that, Discriminating basically is calculated based on classification into two groups, higher and lower group.

The reason for identifying these two groups is that discriminating power allows teacher to contrast the performance of the upper group students on the test with that of the lower group students. To do this, teacher or test maker can compare the number of students in the upper and lower group who answered the item correctly. For example, 6 students in the upper group and 4 students in the lower group selected the correct answer. This indicates positive discrimination since the item can differentiate between these two groups. Then, the discriminating power must be interpreted in the rank scale of discriminating power, as follow:

Table 2
The rank scale of discriminating Power

Index of discriminating power (D)	Classification	Interpretation
Negative	Bad	It has bad discriminating pow
$0.00 < D < 0.20$	Poor	It has weak/poor discriminating power
$0.20 < D < 0.40$	Satisfactory	It has satisfactory of discriminating power
$0.40 < D < 0.70$	Good	It has good discriminating power
$0.70 < D < 1.00$	High	It has high discriminating power

c. Distractor Analysis

The last concentration of item analysis activity is the effectiveness of distractor. It is a procedure specifically related to the multiple choice item. Distractor function to divert students from the correct answer if they do not know which is corect. Sudijono (2012:411) stated that, to determine whether a distractor

was able to work effectively if the distractors have been chosen at least by 5% of all test participants. The effectiveness of distractor analysis provides the information about how successful a distractor has diverted students who have not studied well from the correct answer.

5. Multiple Choice Test

a. Characteristics of the Multiple Choice

Arikunto (2013:183) stated that, multiple choice test consists of information part (stem) and the part of the possible answers or alternatives (option). Possible answers (option) consist of one right answer that is to answer and some distractors. Pophan (2011:148) stated that, the multiple choice items can be used to measure a student's possession of knowledge or a student's ability to engage in higher levels of thinking.

The term options refer to collectively to all the alternative choices presented to the students and includes the correct answer and the distractors. These terms are necessary for understanding how multiple-choice items function.

Merchan (2014) stated that designing multiple choice item test, the test maker should be considered in some ways. There are 18 basic rules in designing multiple choice item test. They are:

- a) Design each item to measure an important learning outcome
- b) Present a single clearly formulated problem in the stem of the item
- c) Put the alternatives at the end of the question, not in the middle
- d) Put as much of the wording as possible in the stem

- e) Eliminate unnecessary wordiness
- f) Avoid negatively worded stems. "Which of the following is not....."
- g) Avoid requiring personal opinion. Other item types are more suitable for this
- h) Avoid textbook wording
- i) Do not have linked or clued items
- j) All options should be homogeneous
- k) All options should be plausible
- l) Put repeated words in the stem, not in the options
- m) Punctuation should be consistent
- n) Make all options grammatically consistent with the stem of the item
- o) List options vertically
- p) Other options logically
- q) Use the option "all of the above" sparingly
- r) Use the option "none of the above" sparingly

Heaton (1991:30) stated that, multiple choice items divide into three parts as follows:

- a) The stem

The primary purpose of the stem is to present the problem clearly and concisely. The testee should be able to obtain from the stem a very general idea of the problem and the answer required. At the same time, the stem should not contain extraneous information or irrelevant clues, thereby confusing the problem being tested. Unless students understand the problem being tested, there is no way

of knowing whether or not they could have handle the problem correctly. Although the stem should be short, it should convey enough information to indicate the basis on which the correct option should be selected.

b) The correct

For normal purposes of testing, this should be clearly the correct or the best option. Thus, it is most important that each item should be checked by another person.

The correct option should be approximately the same lenght as the destructors. This principle applies especially to vocabulary tests and tests reading and listening comprehension, where there is tendency to make the correct option longer than the distracters simply because it is so often necessary to qualify a statement or word in order to make it absolutely correct.

c) The distracters

Each distracters or incorrect option, should be reasonably attractive and plausible. It should appear right to any testee who is unsure of the correct option. Item should be constructed in such a way that student obtain the correct option by direct selection rather than by the elimination of obviously incorrect option.

b. Strengths and Limitations of Multiple Choice Tests

Clegg, Victoria and William (2014) stated that multiple choice items are often described as the most versible of all items types. Suitable to a wide range of instructional goals.

- a) Multiple choice items can be used to test all level of learning from knowledge to evaluation

- b) Multiple choice items can assess the ability to integrate information from several source
- c) Multiple choice item are very useful for diagnosing students difficulties if the incorrect options are written to reveal common errors
- d) Multiple choice item provide an excellent basis for post-test discussion, especially if the discussion includes why the distractors are wrong as well as why the correct answer are right
- e) Multiple choice items can provide a more comprehensive sample of subject material because more questions can be asked
- f) Multiple choice items adapt to a wide range of content and difficulty levels
- g) Multiple choice items require relatively less student time to answer
- h) Multiple choice items can be easily and accurately scored by a person or machine

Brown (2004:55) stated that the limitations of multiple choice items are:

- a) The technique tests only recognition knowledge
- b) Guessing may have a considerable effect on test scores
- c) The technique severely restricts what can be tested.
- d) It is very difficult to write successful items
- e) Washback may be harmful
- f) Cheating may be facilitated

6. Theoretical Framework

The study is aimed at developing evaluation and thing list tests for the first semester at second grade of SMPN 6 Moncongloe Bulu. The problem found by

researcher based on the preliminary study were the teacher rarely used multiple choice question and the test that used by the teacher is not analyzed before giving to the students. Because of that, the researcher tries to design a test. The test is multiple choice test by designing it, the researcher expected that the quality of language evaluation would be better and the objective of the language evaluation could be achieved.

The problem needs to be solved. One of the ways to handle this problem is to develop a tests especially the materials stated previously. There are many models in developing materials. One of them is ADDIE Model that consists of Analysis, Design, Development, Implementation, and Evaluation. The reason why researcher chose it as the model in this study because saves more time and money than the other ones while they are easy to fix.

There was instrument that used by the researcher in every phase to measure the rate of quality of the developed tests. In Analysis phase, the researcher checked lesson book that used by students, identified lesson plan that used by teacher, analyzed the material based on syllabus in 2013 curriculum. Next, Design phase, the researcher designed multiple choice English test, designed blue print or materials frame work, determined target population description, and identified many as sources. In line with the phase previously, the researcher developed and produced multiple choice English test for second grade students as evaluation of students for the first semester and the goals and objectives of the course.

Then, the researcher organized the tests. In this phase, the expert evaluated the developed tests. Next, implementation phase, the fixed development tests

implemented in the real situation, analyzed the validity, reliability, and difficulty level of the products. The last, evaluation phase. This phase was designed to measure the rate of quality of the tests as being implemented. It measures the content of the developed tests. In this evaluation, the experts were involved to check the quality of the product. If all of the phase are clearly fix, the product that contains of developing evaluation and thing list tests dealing with 2013 Curriculum used as a “test” to support the teacher in evaluation process in the field of learning result to the second grade . In addition, the theoretical framework of the study is summarized in a visual illustration below:

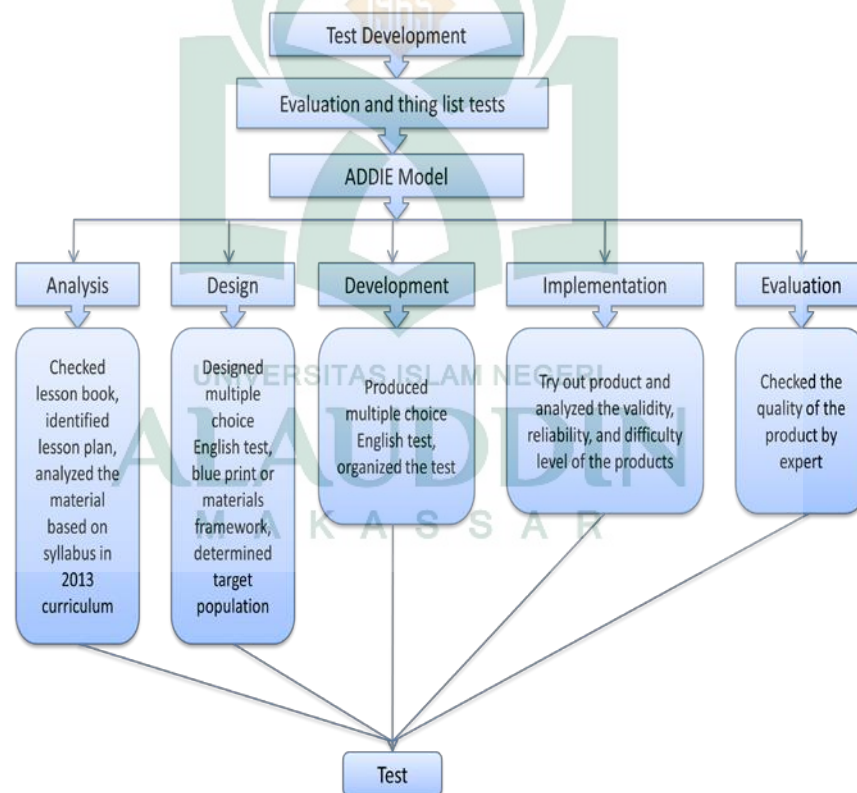


Figure 1. *Theoretical framework*

CHAPTER III

RESEARCH AND DEVELOPMENT METHOD

A. Research and Development Model

The research design used by the researcher in this research is Research and Development method (R & D) in collecting data. Goll, Gall & Borg in Putra (2012:84) state that R & D is an industry-based development model in which research findings are used to design new products and procedures, which are then systematically tested in the field, evaluated, and refined until they meet certain criteria, namely effectiveness, and quality.

This research, the researcher adopts ADDIE Model. It is the acronym of Analysis, Design, Development, Implementation, and Evaluation. The Model is illustrated in the following:

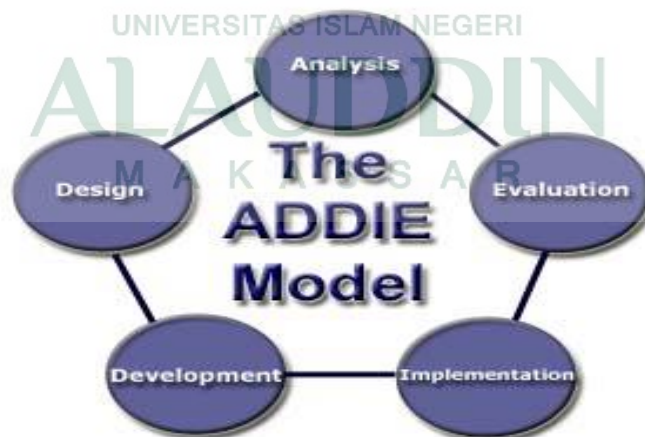


Figure 2. *ADDIE Model, Diagram by: Instructional Design expert*

B. Research and Development Procedures

1. Analysis

In analysis phase, the researcher checked lesson book that used by students, identified lesson plan that used by teacher. The researcher also analyzed the materials that had been taught to the students by the teacher based on syllabus in 2013 curriculum. Then, the researcher considered time line and budget needed in this research.

2. Design

This phase, the researcher designs multiple choice English test for the first semester at the students second grade considering the goals and objectives of the evaluation process, design blue print or materials frame work, determine target population description, and identify many as sources.

3. Development

This phase was done based on the two previous phases, analyze and design phase. In development phase, the researcher developed and produced multiple choice English test for second grade students as evaluation of students for the first semester and the goals and objectives of the course. Then, the researcher organized the tests. After that, the researcher validated the tests to experts to make sure whether the tests had fulfilled the students' needs as well as the goals and objectives of the course or not. Finally, the final product was ready to be implemented.

4. Implementation

This phase deals with trying-out the product. In this case, the product was implemented in the real evaluation of students. After that, the researcher analyzed the validity, reliability and difficulty level of the products.

5. Evaluation

This phase was designed to measure the rate of quality of the tests as being implemented. It measures the content of the developed tests. In this evaluation, one expert was involved to check the quality of the product.

C. Try-Out Product

Trying out was done to evaluate whether the tests have fulfilled the learners' needs based on the goals and objectives of the course or not.

1. Try-Out Design

The try-out design of the study was field try-out. In this case, the product was tried-out to the target subjects in the real evaluation situation of students in order to evaluate the quality of the developed tests. It was beneficial to find out how far the materials of tests fulfill students' needs. Furthermore, in this phase expert and researcher worked together to evaluate the result of field try-out.

2. Try-Out Subjects

The subject of this research was the second grade students of SMPN 6 Moncongloe Bulu. The number of the population were 26 students consisting of 12 male students and 14 female students. The designed product tried-out to them.

3. *Types of Data*

The types of data obtained in this study are qualitative and quantitative data. Qualitative data was gathered from the report of the preliminary study. Then, Quantitative data was gathered from the experts' judgment. Expert judgment is comment on developed materials of the test. In addition, quantitative data analyzed validity, reliability, and difficulty level of the test.

4. *Instruments*

This research used one kind of instrument that is the rubric. The first instrument is rubric which was used to evaluate or validate the product by experts.

5. *Data Analysis Techniques*

In line with the data of this research. The data analyzed qualitatively and quantitatively. The data obtained from the students or teacher analyzed qualitatively. The steps of analyzing qualitative data based on Miles and Huberman in Sugiyono (2015: 337) are data reduction, data display, and data conclusion drawing/ verification. The data from the expert become attachment and notes for the researcher in developing of the tests in the form of judgment rubric. Result of experts' judgment rubric used quantitative data analysis as follows:

1. The formula used in calculating the mean score of the Expert's Judgment

Rubric

$$\overline{X} = \frac{X}{N}$$

\overline{X} = Mean score

ΣX = The sum of all score

N = A total number of subject

(Gay, 2006:320)

2. The scale used in classifying Experts' Judgment Rubric score is:

Table 3. *The mean score classification*

Score	Classification
3.25 - 4.00	Excellent
2.50 – 3.24	Good
1.75 – 2.49	Satisfactory
1.00 – 1.75	Poor

(Triatna:2009)

The researcher also explains the data analysis technique in separating based on the problem statement:

To answer research question number 2= “How is the validity and reliability of the multiple choice English tests?” the researcher used quantitative data analysis as follows:

Validity:
$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \Sigma X^2 - (\Sigma X)^2\} \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where:

r_{xy} : Correlation coefficient

ΣX : Sum of X

ΣY : Sum of Y

N : Number of cases

(Arikunto, 2013:87)

After finding the correlation coefficient by using above pattern, then the result compared with the critical value of product moment adopted from Arikunto (2013:402). Arikunto in Noveria (2015: 46) states that, if the result of r in a test item is higher than table of Product Moment, it means that the item is considered to be valid. In addition, the validity level could be found out by the classification of validity indeks (adopted from Arikunto in Noveria (2015:46) as follows;

Table 4. *The validity classification*

THE AMOUNT OF VALIDITY	INTERPRETATION
0.80-1.00	Excellent
0.60-0.80	Good
0.40-0.60	Satisfactory
0.20-0.40	Poor
0.00-0.20	Very Poor

Reliability: $r_{11} = \frac{2xr_{1/2/2}}{(1+r_{1/2/2})}$

Where:

r_{11} : *Instrument reliability*

$r_{1/2/2}$: *The result of validity (r_{xy})*

(Arikunto, 2013:107)

After finding the correlation coefficient by using above pattern, then the result compared with the critical value of product moment from Arikunto (2013:402). Arikunto in Noveria (2015: 47) also states that if the result of r in a test item is higher than table of Product Moment, it means that the item is considered to be reliable. In addition, the reliability level could be found out by the classification of reliability indeks (adopted from Tuckman, 1975:163) as follows:

Table 5. *The reliability clasification*

THE AMOUNT OF REALIBILITY	INTERPRETATION
$0.00 < r_{11} \leq 0,20$	Very low
$0.20 < r_{11} \leq 0,40$	Low
$0.40 < r_{11} \leq 0,60$	Medium
$0.60 < r_{11} \leq 0,70$	High
$0.70 < r_{11} \leq 1$	Very high

To answer research question number 3= “How is the difficulty level of the multiple choice English test items?” the researcher used quantitative data analysis as follows:

$$P = NP/N$$

P = Indeks of difficulty level

NP = Number of test-takers answering correctly

N = Number of test-takers responding to that item.

(Bachman, 1990:125)

The difficulty level could be found out by the classification of difficulty level indeks (adopted from Zulaiha, 2008:34) as follows:

Table 6. *The difficulty level classification*

P	Classification
$P = 0.00$	Too difficult
$0.00 < P \leq 0.30$	Difficult
$0.30 < P \leq 0.70$	Medium
$0.70 < P \leq 1.00$	Easy
$P = 1$	Too easy

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this research were the description of three research questions of this research. The data that used by the researcher in this research was the test had been developed by researcher in the form of multiple choice English test to used for the first semester at second grade of SMPN 6 Moncongloe Bulu Maros. The total number of test items were 40 item multiple choice questions. The test was held on March 10th, 2016. With the given time 120 minutes.

1. The Design of a Good Multiple Choice English Test for the First Semester at Second Grade of SMPN 6 Moncongloe Bulu Maros

a. Blue prints

Based on the blue print designed by the researchers as a first step in preparing the test items (see appendix 4). Preparation of test items should be based on the basis of competence, indicators, and a description of the material that has been taught (Nurgiyono, 2010:107). The designed materials of test by researcher for the first semester at second grade students of SMPN 6 Moncongloe Bulu. The materials consist of thirteen topics based on KD 3.1-3.6 of 2013 curriculum. It provides a clear and coherent unit structure and embodies a view of the nature of language and learning (Hutchinson and Waters, 1987:107). The materials arranged refer to syllabus by the ministry of education. Beside that,

researcher checked lesson book that used by students as a consideration in designed blue print.

b. Test

The researcher designed a multiple choice test consists of 40 items number. The test was designed based on the materials that had been designed in blue print which was related to syllabus. The question of the test contains some materials.

The first materials were about ask attention, this materials consists of three question, those were 1, 2, and 3. The second materials were about to check comprehension, this materials consists of three question, those were 10, 18, and 19. The third materials were about to give opinions and ask opinions, this materials consists of three question, those were 4, 5, and 7.

The fourth materials were about showing appreciation, this materials consists of three question, those were 8, 22, and 23. The fifth materials were about to state and ask if one can do something, this materials consists of three question, those were 20, 21, and 30. The sixth materials were about to give instruction, this materials consists of three question, those were 6, 27, and 31.

The seventh materials were about to give invitation, this materials consists of three question, those were 29, 33, and 34. The eighth materials were about to give prohibition, this materials consists of three question, those were 9, 24, and 32. The ninth materials were about to ask for permission, this materials consists of three question, those were 25, 26, and 28.

The tenth materials were about to make a personal invitation, this materials consists of three question, those were 35, 36, and 37. The eleventh materials were about to make a greeting card, this materials consists of three question, those were 38. 39, and 40. The twelfth materials were about declare and asking the existing people, noun, and animal, this materials consists of four question, those were 11, 12, 13, and 14. The thirteenth materials were about declare and asking event; general truth (simple present), this materials consists of three question, those were 15, 16, and 17.

c. Result on the experts' judgment rubric

Table 7. *The expert's judgment rubric*

No	Aspects	Criteria	Expert 1	Expert 2	Total Score	Mean
1	Organization of multiple choice test	The materials of the test are organized attractively.	4	3	7	3.5
		The multiple choice English test is well-designed.	4	4	8	4
2	Questions	The questions are understandable.	3	3	6	3
		The questions are clear.	3	3	6	3
		The questions are too easy.	3	2	5	2.5
		The questions are too difficult.	4	3	7	3.5
		The questions are appropriate.	4	3	7	3.5
		The questions reinforce what learners have already learned.	4	4	8	4

		The questions challenge the knowledge of learners.	3	3	6	3
3	Distractors	The distractors are clear.	4	4	8	4
		The distractors are appropriate.	4	4	8	4
		The distractors are understandable.	3	3	6	3
		The distractors are confusing.	3	3	6	3
		The distractors are ambiguous.	3	3	6	3
4	Coverage of materials in the test	The coverage of the materials in the test is in line with the syllabus of the course	4	3	7	3.5
		The coverage of the materials in the test is relevant to the goals of the course.	3	3	6	3
		The coverage of the materials in the test is understandable.	3	3	6	3
5	Language	The language used is appropriate with students' English proficiency.	4	3	7	3.5
		The language is clear.	4	4	8	4
		The language used is confusing.	3	3	6	3
		The language is understandable.	4	3	7	3.5

Based on the table above of judgment rubric provides information about the expert's judgment about the multiple choice test. There were some aspects in

the rubric. Each aspect has some criteria. The design item test must fulfill the rules of writing as a material aspect, construction aspects, and language aspect (Juair, 2007).

The first aspect was organization of multiple choice test, this aspect has two criterias. The first was the materials of the test are organized attractively that have mean score was 3.5. It showed that, the first criteria included in the excellent category (see appendix 6). And the second was the multiple choice English test is well-designed that have mean score was 4. It showed that, the second criteria included in the excellent category. In conclusion, the both of criterias were excellent category.

The second aspect was question, this aspect has seven criterias. The first was the questions are understandable that have mean score was 3. It showed that, the first criteria included in good category. The second was the questions are clear that have mean score was 3. It showed that, the second criteria included in good category. The third was the questions are too easy that have mean score was 2.5. It showed that, the third criteria included in good category. The fourth was the questions are too difficult that have mean score was 3.5. It showed that, the fourth criteria included in excellent category. The fifth was the questions are appropriate that have mean score was 3.5. It showed that, the fifth criteria included in excellent category. The sixth was the questions reinforce what learners have already learned that have mean score was 4. It showed that, the sixth criteria included in excellent category. And the seventh was the questions challenge the knowledge of learners that have mean score was 3. It showed that, the seventh

criteria included in good category. In conclusion, the criterias were good and excellent category.

The third aspect was distractors, this aspect has five criterias. The first was the distractors are clear that have mean score was 4. It showed that, the first criteria included in excellent category. The second was the distractors are appropriate that have mean score was 4. It showed that, the second criteria included in excellent category. The third was the distractors are understandable that have mean score was 3. It showed that, the third criteria included in good category. The fourth was the distractors are confusing that have mean score was 3. It showed that, the fourth criteria included in good category. And the fifth was the distractors are ambiguous that have mean score was 3. It showed that, the fifth criteria included in good category. In conclusion, the criterias were good and excellent category.

The fourth aspect was coverage of materials in the test, this aspect has three criterias. The first is the coverage of the materials in the test is in line with the syllabus of the course that have mean score was 3.5. It showed that, the first criteria included in excellent category. The second was the coverage of the materials in the test is relevant to the goals of the course that have mean score was 3. It showed that, the second criteria included in good category. And the third was the coverage of the materials in the test is understandable that have mean score was 3. It showed that, the third criteria included in good category. In conclusion, the criterias were good and excellent category.

The fifth aspect was language, this aspect has four criterias. The first was the language used is appropriate with students' English proficiency that have mean score was 3.5. It showed that, the first criteria included in excellent category. The second was the language is clear that have mean score was 4. It showed that, the second criteria included in excellent category. The third was the language used is confusing that have mean score was 3. It showed that, the third criteria included in good category. And the fourth was the language is understandable that have mean score was 3.5. It showed that, the fourth criteria included in excellent category. In conclusion, the criterias were good and excellent category.

2. Validity and reliability of the Multiple Choice English Test

a. Validity

The data of the finding showed that overall validity of multiple choice English tests were valid with a value of 0.462. To be clear, the researcher given a brief description about overall validity of the tests.

Validity Data:

$$N = 26 \qquad \sum xy = 2993$$

$$\sum x = 277 \qquad \sum x^2 = 3133$$

$$\sum y = 274 \qquad \sum y^2 = 3028$$

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{26.2993 - 277.274}{\sqrt{\{26.3133 - (277)^2\} \{26.3028 - (274)^2\}}}$$

$$r_{xy} = \frac{77818 - 75898}{\sqrt{\{81458 - 76729\} \{78728 - 75076\}}}$$

$$r_{xy} = \frac{1920}{\sqrt{17270308}} = \frac{1920}{4155.7} = 0.462$$

Table 8. *The validity analysis*

Correlation	Table	Status
0.462	0.388	Valid

Based on description on table 8, there were three column in the table; the first column provided information about the result of validity analysis. The second column provided information about the table of critical value of product moment with the level significance 95%. And the third column provided information about validity status. Then to get validity of the test the researcher used the Arikunto's pattern (see Appendix 7).

The table 8, it could be seen that overall validity of the tests were a valid since the result of r was higher than table of product moment. Beside that, researcher also added the data of the finding showed that the validity of multiple choice English test item based on the validity classification, which some test items were poor (see appendix 10). But researcher only focused on the overall validity of multiple choice English test.

b. Reliability of the multiple choice English test

The data of the findings shows that, the reliability of the multiple choice English test since the reliability index was 0.632. This reliability works on the standard index described by Arikunto (2006: 184) who highlights that an item is

considered to be reliable if the coefficient correlation of each item is higher or equal to the table of critical value of product moment with the level of significance 95 %. To be clear, the researcher provide the table of realibility analisis as follow;

Reliability Data:

$$r_{11} = \frac{2 \cdot r_{1/2/2}}{(1 + r_{1/2/2})}$$

$$r_{11} = \frac{2 \cdot 0.462}{(1 + 0.462)}$$

$$r_{11} = \frac{0.92402}{1.462}$$

$$r_{11} = 0.632$$

Table 9. *The reliability analysis*

Correlation	Table	Status
0,632	0.388	Reliable

There are three columns in the table; the first column provided information about the correlation. Second column provided information about the table of critical value of product moment with the level significance 95%. And the third column provided information about reliability status. Then to get reliability of the test the researcher used the product moment (see appendix 94)

3. The Difficulty Level of the Multiple Choice English Test Items

The data showed that, there were twenty-one medium items, eleven easy items, one too easy Item, and seven difficult items of the test. To be clear, the

researcher provided the table that give a brief description about the difficulty level of each item.

Table 10. *The difficulty level analysis*

Item	P	Classification	Difficulty Level
1	1	$P = 1$	Too Easy
2	0.42	$0.30 < P \leq 0.70$	Medium
3	0.73	$0.70 < P \leq 1.00$	Easy
4	0.81	$0.70 < P \leq 1.00$	Easy
5	0.54	$0.30 < P \leq 0.70$	Medium
6	0.23	$0.00 < P \leq 0.30$	Difficult
7	0.19	$0.00 < P \leq 0.30$	Difficult
8	0.62	$0.30 < P \leq 0.70$	Medium
9	0.54	$0.30 < P \leq 0.70$	Medium
10	0.81	$0.70 < P \leq 1.00$	Easy
11	0.35	$0.30 < P \leq 0.70$	Medium
12	0.42	$0.30 < P \leq 0.70$	Medium
13	0.73	$0.70 < P \leq 1.00$	Easy
14	0.81	$0.70 < P \leq 1.00$	Easy
15	0.31	$0.30 < P \leq 0.70$	Medium
16	0.42	$0.30 < P \leq 0.70$	Medium
17	0.54	$0.30 < P \leq 0.70$	Medium
18	0.77	$0.70 < P \leq 1.00$	Easy
19	0.73	$0.70 < P \leq 1.00$	Easy

20	0.19	$0.00 < P \leq 0.30$	Difficult
21	0.23	$0.00 < P \leq 0.30$	Difficult
22	0.12	$0.00 < P \leq 0.30$	Difficult
23	0.42	$0.30 < P \leq 0.70$	Medium
24	0.92	$0.70 < P \leq 1.00$	Easy
25	0.38	$0.30 < P \leq 0.70$	Medium
26	0.50	$0.30 < P \leq 0.70$	Medium
27	0.65	$0.30 < P \leq 0.70$	Medium
28	0.54	$0.30 < P \leq 0.70$	Medium
29	0.62	$0.30 < P \leq 0.70$	Medium
30	0.23	$0.00 < P \leq 0.30$	Difficult
31	0.46	$0.30 < P \leq 0.70$	Medium
32	0.27	$0.00 < P \leq 0.30$	Difficult
33	0.50	$0.30 < P \leq 0.70$	Medium
34	0.38	$0.30 < P \leq 0.70$	Medium
35	0.31	$0.30 < P \leq 0.70$	Medium
36	0.73	$0.70 < P \leq 1.00$	Easy
37	0.77	$0.70 < P \leq 1.00$	Easy
38	0.58	$0.30 < P \leq 0.70$	Medium
39	0.65	$0.30 < P \leq 0.70$	Medium
40	0.77	$0.70 < P \leq 1.00$	Easy

There were four columns in the table; the first column provided information about the number of the test. Second column provided information about the result of difficulty level analysis. The third column provided information about the difficulty level classification. And the fourth column provided information about difficulty level status. Then to get the difficulty level of the test the researcher used the formula of Bachman.

The table above, it could be seen that, the medium items were question number 2, 5, 8, 9, 11, 12, 15, 16, 17, 23, 25, 26, 27, 28, 29, 31, 33, 34, 35, 38, and 39. The easy items were number 3, 4, 10, 13, 14, 18, 19, 24, 36, 37 and 40. The too easy item was number 1. In addition the difficult items were the question number 6, 7, 20, 21, 22, 30, and 32. To be clear, the researcher describes each item as follows;

1. Item number 1 is too easy item because there were 26 students from 26 students who can answer correctly, and the difficulty level of this item is 1 that belongs to too easy item.
2. Item number 2 is medium item because there were 11 students from 26 students who can answer correctly, and the difficulty level of this item is 0.42 that belongs to medium items.
3. Item number 3 is easy item because there were 19 students from 26 students who can answer correctly, and the difficulty level of this item is 0.73 that belongs to easy items.

4. Item number 4 is easy item because there were 21 students from 26 students who can answer correctly, and the difficulty level of this item is 0.81 that belongs to easy items.
5. Item number 5 is medium item because there were 14 students from 26 students who can answer correctly, and the difficulty level of this item is 0.54 that belongs to medium items.
6. Item number 6 is difficult item because there were 6 students from 26 students who can answer correctly, and the difficulty level of this item is 0.23 that belongs to difficult items.
7. Item number 7 is difficult item because there were 5 students from 26 students who can answer correctly, and the difficulty level of this item is 0.19 that belongs to difficult items.
8. Item number 8 is medium item because there were 16 students from 26 students who can answer correctly, and the difficulty level of this item is 0.62 that belongs to medium items.
9. Item number 9 is medium item because there were 14 students from 26 students who can answer correctly, and the difficulty level of this item is 0.54 that belongs to medium items.
10. Item number 10 is easy item because there were 21 students from 26 students who can answer correctly, and the difficulty level of this item is 0.81 that belongs to easy items.

11. Item number 11 is medium item because there were 9 students from 26 students who can answer correctly, and the difficulty level of this item is 0.35 that belongs to medium items.
12. Item number 12 is medium item because there were 11 students from 26 students who can answer correctly, and the difficulty level of this item is 0.42 that belongs to medium items.
13. Item number 13 is easy item because there were 19 students from 26 students who can answer correctly, and the difficulty level of this item is 0.73 that belongs to easy items.
14. Item number 14 is easy item because there were 21 students from 26 students who can answer correctly, and the difficulty level of this item is 0.81 that belongs to easy items.
15. Item number 15 is medium item because there were 8 students from 26 students who can answer correctly, and the difficulty level of this item is 0.31 that belongs to medium items.
16. Item number 16 is medium item because there were 11 students from 26 students who can answer correctly, and the difficulty level of this item is 0.42 that belongs to medium items.
17. Item number 12 is medium item because there were 14 students from 26 students who can answer correctly, and the difficulty level of this item is 0.54 that belongs to medium items.

18. Item number 18 is easy item because there were 20 students from 26 students who can answer correctly, and the difficulty level of this item is 0.77 that belongs to easy items.
19. Item number 19 is easy item because there were 19 students from 26 students who can answer correctly, and the difficulty level of this item is 0.73 that belongs to easy items.
20. Item number 20 is difficult item because there were 5 students from 26 students who can answer correctly, and the difficulty level of this item is 0.19 that belongs to difficult items.
21. Item number 21 is difficult item because there were 6 students from 26 students who can answer correctly, and the difficulty level of this item is 0.23 that belongs to difficult items.
22. Item number 22 is difficult item because there were 3 students from 26 students who can answer correctly, and the difficulty level of this item is 0.12 that belongs to difficult items.
23. Item number 23 is medium item because there were 11 students from 26 students who can answer correctly, and the difficulty level of this item is 0.42 that belongs to medium items.
24. Item number 24 is easy item because there were 24 students from 26 students who can answer correctly, and the difficulty level of this item is 0.92 that belongs to easy items.

25. Item number 25 is medium item because there were 10 students from 26 students who can answer correctly, and the difficulty level of this item is 0.38 that belongs to medium items.
26. Item number 26 is medium item because there were 13 students from 26 students who can answer correctly, and the difficulty level of this item is 0.50 that belongs to medium items.
27. Item number 27 is medium item because there were 17 students from 26 students who can answer correctly, and the difficulty level of this item is 0.65 that belongs to medium items.
28. Item number 28 is medium item because there were 14 students from 26 students who can answer correctly, and the difficulty level of this item is 0.54 that belongs to medium items.
29. Item number 29 is medium item because there were 16 students from 26 students who can answer correctly, and the difficulty level of this item is 0.62 that belongs to medium items.
30. Item number 30 is difficult item because there were 6 students from 26 students who can answer correctly, and the difficulty level of this item is 0.23 that belongs to difficult items.
31. Item number 31 is medium item because there were 12 students from 26 students who can answer correctly, and the difficulty level of this item is 0.46 that belongs to medium items.

32. Item number 32 is difficult item because there were 7 students from 26 students who can answer correctly, and the difficulty level of this item is 0.27 that belongs to difficult items.
33. Item number 33 is medium item because there were 13 students from 26 students who can answer correctly, and the difficulty level of this item is 0.50 that belongs to medium items.
34. Item number 34 is medium item because there were 10 students from 26 students who can answer correctly, and the difficulty level of this item is 0.38 that belongs to medium items.
35. Item number 35 is medium item because there were 8 students from 26 students who can answer correctly, and the difficulty level of this item is 0.31 that belongs to medium items.
36. Item number 36 is easy item because there were 19 students from 26 students who can answer correctly, and the difficulty level of this item is 0.73 that belongs to easy items.
37. Item number 37 is easy item because there were 20 students from 26 students who can answer correctly, and the difficulty level of this item is 0.77 that belongs to easy items.
38. Item number 38 is medium item because there were 15 students from 26 students who can answer correctly, and the difficulty level of this item is 0.58 that belongs to medium items.

39. Item number 39 is medium item because there were 17 students from 26 students who can answer correctly, and the difficulty level of this item is 0.65 that belongs to medium items.

40. Item number 40 is easy item because there were 20 students from 26 students who can answer correctly, and the difficulty level of this item is 0.77 that belongs to easy items.

B. Discussion

This part is in line with the interpretation of the findings;

1. The Design of a Good Multiple Choice English Test for the First Semester at Second Grade of SMPN 6 Moncongloe Bulu Maros

The blue print is formulated the scope, pressure and portion as precisely as possible so that the formulation can be an effective guide for the researcher as the test maker. The materials in blue print consists of thirteen topics based on KD 3.1-3.6 of 2013 curriculum. The blue print as first step to arrange items multiple choice test by researcher. The multiple choice test is very useful to measure the learning outcomes of a science or a degree of understanding by students. The multiple choice English test used by the students in schools should make students comfortable and understand of the test.

The multiple choice English test used by the teacher to measure students ability should fulfilled aspects. They are organization of multiple choice test, Questions, distracters, coverage of materials in the test, and language.

The first aspect is organization of multiple choice test, the materials of a good multiple choice test should organized attractive and it should be well

designed. So that the students can answer the questions enthusiastically. It is approved by Nurgiyono (2010) who stated that the presentation of a test should be clear and unconfusing. The second aspect is question. The question of a good multiple choice test should be understandable, clear and contains such easy, appropriate and difficult question.

The third aspect is distractor, the distractors of a good multiple choice test should be reasonably attractive and plausible. It should appear right to any testee who is unsure of the correct option. Item should be constructed in such a way that student obtain the correct option by direct selection rather than by the elimination of obviously incorrect option. It is approved by Nurgiyono (2010) who stated that every item of a test should have one correct answer.

The fourth aspect is coverage of materials in the test, the coverage of a good multiple choice test should be in line with the syllabus, relevant to the goals of the course, matches the objectives of the course, and understandable. Preparation of test items should be based on the basis of competence, indicators, and a description of the material that has been taught (Nurgiyono, 2010: 107)

The fifth aspect is language, the language of a good multiple choice test should be appropriate with students English proficiency, clear, and understandable. In designed item test must fulfill the rules of writing as a material aspect, construction aspects, and language aspect (Juair, 2007).

Therefore, in designing a multiple choice test, the test maker should consider some aspects which consist of some criterias. In the aspect and criteria are needed to be fulfilled in order to design a good multiple choice test. The

aspects are organization of multiple choice test, Questions, distracters, coverage of materials in the test, and language.

2. The validity and reliability of multiple choice English test

a. The validity

Based on developed of the test, the outcome of the existing data of the test reported that overall of the validity test has been declared valid. This fact simply provides us a point about the current condition of the multiple choice English test for the first semester used second grade at SMPN 6 Moncongloe Bulu Maros.

Arikunto in Noveria (2015: 51) points out that an item is stated valid if the coefficient correlation of each item is higher or equal to the table of critical value of product moment with the level of significance 95%. In line with this, Gay (1991: 110) also states that validity is the degree to which a test measures what it is supposed to measure and, consequently, permits appropriate interpretation of scores.

b. Reliability

The result of reliability of these test items by using product moment + Spearman brown showed that, the reliability index of the multiple choice English test for the first semester used second grade at SMPN 6 Moncongloe Bulu Maros was reliable since the reliability index was 0,632 which was higher than the table value of critical of product moment. This fact simply provides us a point about the current condition of the multiple choice English test for the first semester used second grade at SMPN 6 Moncongloe Bulu Maros.

Basically, it is the degree to which a test consistently measures whatever it is measuring. It is completely in same assumption with Heaton's point of view (1988: 162) that reliability is the extent to which the same marks or grades are awarded if the same test papers are marked by two or more different examiners or the same examiner on different occasion. Shortly, to be reliable, a test must be consistent in its measurement.

3. The difficulty level of the multiple choice English test items

The data of the findings showed that there were twenty-one medium items, eleven easy items, one too easy Item, and seven difficult item of the test. This fact simply provides us a point about the current condition of the multiple choice English test for the first semester used second grade at SMPN 6 Moncongloe Bulu Maros.

Brown (2004:59) stated that a good test is a test which is not too easy or vice versa too difficult to students. It should give optional answer that can be chosen by students and not too far by the key answer. Very easy items are to build in some affective feelings of "success" among lower ability students and to serve as warm up items, and very difficult items can provide a challenge to the highest-ability students. It makes students know and record the characteristics of teacher's test if the test given always comes to them too easy and difficult. Thus, the test should be standard and fulfill the characteristics of a good test. The number that shows the level difficulty of a test can be said as difficulty index (Arikunto, 2006:207).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and the discussion before, the researcher concluded the following things:

1. The Design of a Good Multiple Choice English Test

Based on the finding and discussion of expert judgment rubric from the lecturers of English Education Department at Alauddin State Islamic University of Makassar is good. Because fulfilled the criteria a good test in conclusion the design of the test is good and can be applied in the school.

2. The Validity and reliability

Based on the findings and discussion, the researcher concludes that the first, overall validity of the multiple choice English tests are a valid since the result of r was higher than table of product moment. The total number of test items were 40 item multiple choice questions, that it can use for the first semester at second grade of SMPN 6 Moncongloe Bulu Maros.

The second, multiple choice English test for the first semester at second grade of SMPN 6 Moncongloe Bulu Maros was reliable because the reliability index was 0.632 which was higher than the table of critical value of product moment with level significance 95%.

3. The Difficulty level test items

Based on the findings and discussion, the researcher concludes that the difficulty level of multiple choice English test for the first semester at second

grade of SMPN 6 Moncongloe Bulu Maros showed there were twenty-one medium items, eleven easy items, one too easy Item, and seven difficult items. The medium items were question number 2, 5, 8, 9, 11, 12, 15, 16, 17, 23, 25, 26, 27, 28, 29, 31, 33, 34, 35, 38, and 39. The easy items were number 3, 4, 10, 13, 14, 18, 19, 24, 36, 37 and 40. The too easy item was number 1. In addition the difficult items were the question number 6, 7, 20, 21, 22, 30, and 32.

B. Suggestions

Based on the conclusions, the researcher suggests the following things:

1. The teachers at SMPN 6 Moncongloe Bulu Maros must give more concern in designing test in order that the function of test to measure what should be measured can run as well;
2. To construct an ideal test, the teachers at SMPN 6 Moncongloe Bulu Maros should master the knowledge of language testing and make time for constructing the test items;
3. Before applying the test to the students, each item of the test should be analyzed, reviewed and tried out by the teachers to have a valid and reliable test;
4. As many students of university conducted teaching practice at SMPN 6 Moncongloe Bulu Maros, the teachers of each subject especially for English subject should guide and monitor the process of students' teaching until test designing; and

5. The test which is used for several times should be adapted and the teachers have to make some necessary changes before reusing it in order to deal with the current condition.



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APPENDIX 1

(Designed of Multiple Choice English Test)

I. Petunjuk Mengerjakan Soal

- a. Tulis terlebih dahulu nama peserta tes pada kolom yang telah disediakan.
- b. Waktu yang disediakan 120 menit untuk mengerjakan tes tersebut.
- c. Jumlah soal sebanyak 40 butir.
- d. Materi dari soal di bawah ini tentang; ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja orang lain, meminta/ mengungkapkan pendapat, menyatakan dan menanyakan tentang kemampuan melakukan sesuatu, ungkapan memberi instruksi, mengajak, melarang dan meminta izin, undangan pribadi, kartu ucapan, menyatakan dan menanyakan keberadaan orang, benda dan binatang, menyatakan dan menanyakan kejadian yang dilakukan (simple present).
- e. Kerjakan soal yang paling mudah terlebih dahulu dalam menjawab.
- f. Pilihlah salah satu jawaban (a, b, c or d) pada nomor yang memberikan pilihan jawaban ganda.

II. Soal!

1. “Students, Attention please!”
What is the right expression to answer based on statement above?
 - a. “Yes ma’am”.
 - b. “No way, ma’am”.
 - c. “I agree, ma’am”.
 - d. “Understand, ma’am”.
2. Lia: Listen, I have good news.
Jei: What news?
From the dialogue above, Lia is
 - a. Giving a suggestion
 - b. Asking for an opinion
 - c. Asking for help
 - d. Asking for attention
3. Audy: Aqila, my new veil!
Aqila: Wow! It looks beautiful. Next time I will borrow it with you.
Audy: Yes, sure.
Complete the dialogue above!
 - a. Looked
 - b. Look at
 - c. See

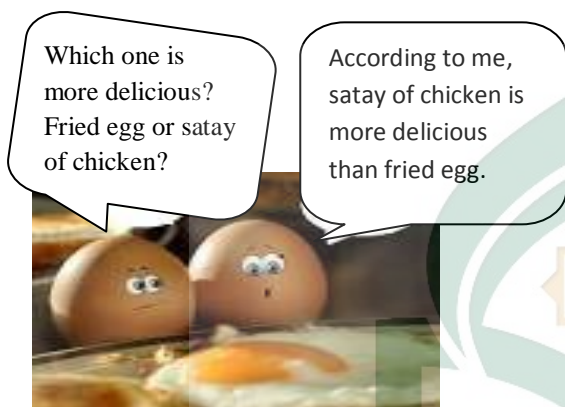
d. See at

4. Beni: if we have to speak English in our class every day?

Siti: I think that it's a good idea. I love English.

Complete the dialogue above based on expression asking an opinion!

- a. What does she think
- b. Do you like
- c. What do you think
- d. What do you mean



5. What kind of expression based on the picture above?

- a. Asking for attention
- b. Asking a question
- c. Giving an opinion
- d. Giving help

6. Teacher: if you can answer my question.

Student: Yes, sir.

Complete the dialogue above based on expression giving instruction!

- a. Please, write on the wall.
- b. Don't answer.
- c. Please, rise your hand.
- d. Please, up your hand.

7. The expressions asking an opinion below are correct, except

- a. What do you think about?
- b. What's your opinion?
- c. Do you have any idea?
- d. Can you come to my party?

8. "I really appreciate what you have done for my family"
What kind of expression based on statement above?
- Showing appreciation
 - Asking for attention
 - Asking an opinion
 - Giving invitation
9. Dany:! You must do your homework at home.
Lucy: All right.
Complete the dialogue above based on expression giving prohibition!
- Don't be stupid
 - Don't be lazy
 - You're smart
 - You're diligent
10. John: Steve, we will test English on March 2nd, 2016. Do you understand what I say?
Steve: Yes I do,, right.
John: Great Steve.
Complete the dialogue above!
- We will test English tomorrow.
 - We will test English on March 2nd, 2016.
 - We will test English in two months.
 - We have to study hard.
11. of students did not attend the class.
Complete the statement above!
- Much
 - Little
 - A little
 - Some
12. Those are fed by my cousin.
Complete the statement above!
- Cat
 - Cats
 - Cat's
 - Cats'

13. There are expensive new cars in the exhibition.

Complete the statement above!

- a. Some
- b. A little
- c. Little
- d. Any



14. How many persons are doing a social working based on the picture above!

- a. 5 persons
- b. 6 persons
- c. 7 persons
- d. 8 persons

15. She her dog everyday.

Complete the statement above!

- a. To feed
- b. Feed
- c. Feeds
- d. Feeding

16. I breakfast everyday at 7 am.

Complete the statement above!

- a. To eat
- b. Eat
- c. Eating
- d. Eaten

17. A: How do you go to school?

B: We the bus.

Complete the dialogue above!

- a. To take
- b. Take
- c. Taking
- d. takes

Read the dialogue below and answer questions 18 and 19.

A : Excuse me.

B : Yes, can I help you ?

A : May I have a pink dress with the design like this blue one, please ?

B : Yes, of course. I think we still have it in the storehouse.

Please wait a minute.

A : Yes, thank you.

18. Where is the discussion happen?

- a. In the Bookstore
- b. In the Hotel
- c. In the Market
- d. In the Clothing Store

19. Who wants to buy a dress?

- a. Guest
- b. Customer
- c. Waiter
- d. Students

20. Lisa: Can you sing a song for me?

Rudy: Yes, I can.

From the dialogue above, Lisa is

- a. Showing appreciate
- b. Giving a suggestion
- c. Asking if one can do something
- d. Giving instruction



21. Teacher: Can you traditional dance in front of the class?

Student: I'm not sure ma'am, but I will try.

What kind of expression based on dialogue above?

- a. Asking if one can do something
- b. To give invitation
- c. Asking for attention
- d. To give suggestion

22. The expressions showing appreciation to friends below are correct, except

- a. Excellent! That's my boy.
- b. It's good job.
- c. It's great.
- d. Your picture is not beautiful.

23. X: You are good team.

Y: Thank you, Sir.

What kind of expression based on the dialogue above?

- a. Showing appreciation
- b. Asking for attention
- c. Asking an opinion
- d. Giving invitation



24. What is the right expression to giving prohibition based on the picture above?

- a. Don't be noisy.
- b. Don't be shy.
- c. Don't cry.
- d. Don't talk too much.

25. Diane: May I the lamp? It's dark here.

Larson: Sure.

Complete the dialogue above!

- a. See
- b. Look for
- c. Turn off
- d. Turn on

26. Dodi: Mom, could I go to the movie with my friends to night?

Mother: Sure, but don't come late to home. You should prepare for your midterm test on Monday.

What kind of expression based on the dialogue above?

- a. Giving instruction
- b. Giving a help
- c. Asking permission
- d. Asking opinion

27. Teacher: I'm going to instruct you some basic techniques. The first, jump as high as you can!

Students: Okay sir.

Teacher: Second, throw the ball to the basket.

Students: We get it sir.

What kind of expression based on the dialogue above?

- a. Giving instruction
- b. Giving attention
- c. Giving an opinion
- d. Giving a help

28. Ratih: Could I sit on the chair?

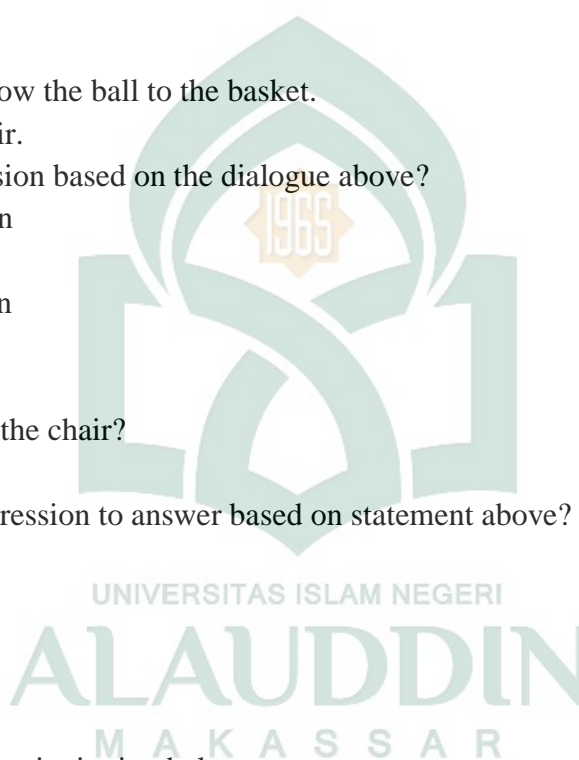
Rosy:

What is the right expression to answer based on statement above?

- a. Yes, we could.
- b. Yes, certainly.
- c. No, I couldn't.
- d. Yes, I do.

29. The expressions giving invitation below are correct, *except*

- a. I think, you are right.
- b. Would you like to join us?
- c. Let's go to canteen.
- d. Could you accompany me go to library?



30. Stefany: Can you write a right now?

Stella: Yes, no problem.

Complete the dialogue above!

- a. Poetry
- b. Picture
- c. Pencil
- d. Map

31. "Please, read a dialogue of part B in your book".

What kind of expression is that?

- a. Giving attention
- b. Giving instruction
- c. Giving appreciation
- d. Giving opinions

32. "Don't tell him if I comes here. Because I want to buy something for him"

What is the right expression to answer based on statement above?

- a. I will tell him.
- b. No, I won't.
- c. I will do it.
- d. Yes, I will be happy.



33. What kind of expression based on the picture above?

- a. Asking to join
- b. Giving invitation
- c. Asking permission
- d. Giving instruction

34. James:

Rose: Yes, it would be nice.

Please complete the conversation above based on giving invitation!

- a. Would you like a play tennis with me?
- b. How about is playing tennis?
- c. What do you think about tennis?
- d. Can I play tennis?

The Following text is for questions 35 to 37!

Dear, Aisyah

How are you? I wish you were fine. This month is my graduation of my university. I really hope your coming at the moment. It will be Wednesday on 16th, March 2016 at 07.00 p.m. I am waiting for your surprising.

Your lovely friend,

Rifqy

35. What is the purpose of the text?

- a. Invitation for coming to an anniversary.
- b. Invitation to attend the graduation.
- c. Invitation to be a lecturer in a university.
- d. Invitation for dinner in Rifqy's home.

36. Who wrote the message?

- a. Aisyah
- b. The writer
- c. Rifqy's parents
- d. Rifqy

37. What is relation between Aisyah and Rifqy?

- a. They are friends.
- b. Rifqy is her brother.
- c. Rifqy is her dad.
- d. They are not friends

The Following text is for questions 38 to 39!

Dear Shenry,

Congratulation on your success in the final examination.
We're very proud of you.

Love,

Your Mom and Dad

38. What is the greeting card for?
- To inform about final examination.
 - To pray to Shenry's success.
 - To congratulate Shenry on her success.
 - To show Shenry's preparation in facing examination.
39. Who sends the greeting card?
- Shenry's sisters
 - Shenry's friends
 - Shenry's teacher
 - Shenry's parents

The Following text is for questions 40!

Dear Lucy

We remembered when we played basket ball yesterday.
Today, you are absent because of a fever. Hope you get well soon and we could enjoy playing basket ball again.

Your lovely friends,

Reni and Joni

40. Who is the text written for?
- Reni and Jony
 - Lucy's friends
 - Lucy
 - Lucy's parents

APPENDIX 2

(Answer Key)

- | | |
|-------|-------|
| 1. A | 12. B |
| 2. D | 13. A |
| 3. B | 14. C |
| 4. C | 15. C |
| 5. C | 16. B |
| 6. C | 17. B |
| 7. D | 18. D |
| 8. A | 19. B |
| 9. B | 20. C |
| 10. B | 21. A |
| 11. D | |
| 22. D | 32. B |
| 23. A | 33. B |
| 24. A | 34. A |
| 25. D | 35. B |
| 26. C | 36. D |
| 27. A | 37. A |
| 28. B | 38. C |
| 29. A | 39. D |
| 30. A | 40. C |
| 31. B | |



APPENDIX 3

Result of Test at SMPN 6 Moncongloe Bulu

Name : Nur Aisyah Malahayati
Class : VIII.1
No. Absen : 11.

Date, 10, Maret, 2016

I. Petunjuk Mengerjakan Soal

- Tulis terlebih dahulu nama peserta tes pada kolom yang telah disediakan.
- Waktu yang disediakan 120 menit untuk mengerjakan tes tersebut.
- Jumlah soal sebanyak 40 butir.
- Materi dari soal di bawah ini tentang; ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja orang lain, meminta/ mengungkapkan pendapat, menyatakan dan menanyakan tentang kemampuan melakukan sesuatu, ungkapan memberi instruksi, mengajak, melarang dan meminta ijin, undangan pribadi, kartu ucapan, menyatakan dan menanyakan keberadaan orang, benda dan binatang, menyatakan dan menanyakan kejadian yang dilakukan (simple present).
- Kerjakan soal yang paling mudah terlebih dahulu dalam menjawab.
- Pilihlah salah satu jawaban (a, b, c or d) pada nomor yang memberikan pilihan jawaban ganda.

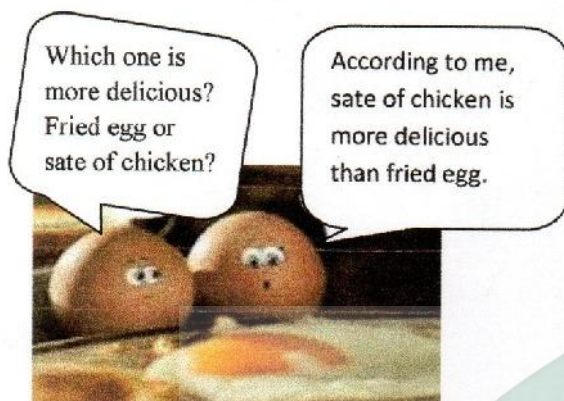
II. Soal

- "Students, Attention please!"
What is the right expression to answer based on statement above?
☒ a. "Yes ma'am".
☐ b. "No way, ma'am".
☐ c. "I agree, ma'am".
☐ d. "Understand, ma'am".
- Lia: Listen, I have good news.
Jei: What news?
From the dialogue above, Lia is
☒ a. Giving a suggestion
☐ b. Asking for an opinion
☐ c. Asking for help
☐ d. Asking to attention
- Audy: Aqila, my new veil!
Aqila: Wow! It looks beautiful. Next time I will borrow it
with you.
☒ a. Looked
☐ b. Look at
☐ c. See
☐ d. See at
- Beni: if we have to speak English in our class every
day?
☒ a. Siti: I think that it's a good idea. I love English.
Complete the dialogue above based on expression asking an opinion!
☐ b. What does she think

B 28
S 12

70

- b. Do you like
- ☒ c. What do you think
- d. What do you mean



5. What kind of expression based on the picture above?
- a. Asking for attention
 - ✓ b. Asking a question
 - ☒ c. Giving an opinion
 - d. Giving help
6. Teacher: if you can answer my question.
Student: Yes, sir.
- Complete the dialogue above based on expression giving instruction!
- ☒ a. Please, write on the wall.
 - b. Don't answer.
 - c. Please, rise your hand.
 - d. Please, up your hand.
7. The expressions asking an opinion below are correct, except
- ✓ a. What do you think about?
 - b. What's your opinion?
 - c. Do you have any idea?
 - ☒ d. Can you come to my party?
8. "I really appreciate what you have done for my family"
What kind of expression based on statement above?
- ✓ ☒ a. Showing appreciation
 - b. Asking for attention
 - c. Asking an opinion
 - d. Giving invitation

9. Dany:! You must do your homework at home.

Lucy: All right.

Complete the dialogue above based on expression giving prohibition!

- a. Don't be stupid
- ✓ ~~b. Don't be lazy~~
- c. You're smart
- d. You're diligent

10. John: Steve, we will test English on March 2nd, 2016. Do you understand what I say?

Steve: Yes I do,, right.

John: Great Steve.

✓ Complete the dialogue above!

- a. We will test English tomorrow.
- ✗ ~~b. We will test English on March 2nd, 2016.~~
- c. We will test English in two months.
- d. We have to study hard.

11. of students did not attend the class.

Complete the statement above!

- X
- a. Much
 - ✗ ~~b. Little~~
 - c. A little
 - d. Some

12. Those are fed by my cousin.

Complete the statement above!

- ✓
- a. Cat
 - ✗ ~~b. Cats~~
 - c. Cat's
 - d. Cats'

13. There are expensive new cars in the exhibition.

Complete the statement above!

- ✓
- ✗ ~~a. Some~~
 - b. A little
 - c. Little
 - d. Any



14. How many persons are doing a social working based on the picture above!

- a. 5 persons
- ✓ b. 6 persons
- ~~c.~~ 7 persons
- d. 8 persons

15. She her dog everyday.

Complete the statement above!

- ✓ a. To feed
- b. Feed
- ~~c.~~ Feeds
- d. Feeding

16. I breakfast everyday at 7 am.

Complete the statement above!

- a. To eat
- ✓ ~~b.~~ Eat
- c. Eating
- d. Eaten

17. A: How do you go to school?

B: We the bus.

Complete the dialogue above!

- ✓ a. To take
- ~~b.~~ Take
- c. Taking
- d. takes

Read the dialogue below and answer questions 16 and 17.

A : Excuse me.

B : Yes, can I help you ?

A : May I have a pink dress with the design like this blue

one, please ?

B : Yes, of course. I think we still have it in the storehouse.

Please wait a minute.

A : Yes, thank you.

18. Where is the discussion happen?

- ✓ a. In the Bookstore
- b. In the Hotel
- c. In the Market
- ~~✗~~ d. In the Clothing Store

19. Who wants to buy a dress?

- ✓ a. Guest
- ~~✗~~ b. Customer
- c. Waiter
- d. Students

20. Lisa: Can you sing a song for me?

Rudy: Yes, I can.

From the dialogue above, Lisa is

- ~~✗~~ a. Showing appreciate
- b. Giving a suggestion
- c. Asking if one can do something
- d. Giving instruction

21. Teacher: Can you traditional dance in front of the class?

Student: I'm not sure ma'am, but I will try.

What kind of expression based on dialogue above?

- ~~✗~~ a. Asking if one can do something
- ~~✗~~ b. To give invitation
- c. Asking for attention
- d. To give suggestion

22. The expressions showing appreciation to friends below are correct, except

- a. Excellent! That's my boy.
- ~~✗~~ b. It's good job.
- c. It's great.
- d. Your picture is not beautiful.

23. X: You are good team.

Y: Thank you, Sir.

What kind of expression based on the dialogue above?

- ~~✗~~ a. Showing appreciation
- b. Asking for attention

- c. Asking an opinion
- ☒ Giving invitation



24. What is the right expression to giving prohibition based on the picture above?

☒ a. Don't be noisy.

b. Don't be shy.

c. Don't cry.

d. Don't talk too much.

25. Diane: May I the lamp? It's dark here.

Larson: Sure.

Complete the dialogue above!

☒ a. See

b. Look for

c. Turn off

d. Turn on

26. Dodi: Mom, could I go to the movie with my friends to night?

Mother: Sure, but don't come late to home. You should prepare for your midterm test on Monday.

What kind of expression based on the dialogue above?

☒ a. Giving instruction

b. Giving a help

c. Asking permission

d. Asking opinion

27. Teacher: I'm going to instruct you some basic techniques. The first, jump as high as you can!

Students: Okay sir.

Teacher: Second, throw the ball to the basket.

Students: We get it sir.

What kind of expression based on the dialogue above?

☒ a. Giving instruction

b. Giving attention

c. Giving an opinion

d. Giving a help

28. Ratih: Could I sit on the chair?

Rosy:

What is the right expression to answer based on statement above?

- a. Yes, we could.
- ✓ ~~b.~~ Yes, certainly.
- c. No, I couldn't.
- d. Yes, I do.

29. The expressions giving invitation below are correct,

except

- ✓ ~~a.~~ I think, you are right.
- b. Would you like to join us?
- c. Let's go to canteen.
- d. Could you accompany me go to library?

30. Stefany: Can you write a right now?

Stella: Yes, no problem.

Complete the dialogue above!

- X a. Poetry
- b. Picture
- c. Pencil
- ~~d.~~ Map

31. "Please, read a dialogue of part B in your book".

What kind of expression is that?

- X a. Giving attention
- b. Giving instruction
- ~~c.~~ Giving appreciation
- d. Giving opinions

32. "Don't tell him if I comes here. Because I want to buy something for him"

What is the right expression to answer based on statement above?

- a. I will tell him.
- X b. No, I won't.
- ~~c.~~ I will do it.
- d. Yes, I will be happy.



33. What kind of expression based on the picture above?

- a. Asking to join
- ✓ ~~b.~~ Giving invitation
- c. Asking permission
- d. Giving instruction

34. James:

Rose: Yes, it would be nice.

X Please complete the conversation above based on giving invitation!

- a. Would you like a play tennis with me?
- b. How about is playing tennis?
- c. What do you think about tennis?
- ~~X~~ Can I play tennis?

The Following text is for questions 35 to 37!

Dear, Aisyah

How are you? I wish you were fine. This month is my graduation of my university. I really hope your coming at the moment. It will be Wednesday on 16th, March 2016 at 07.00 p.m. I am waiting for your surprising.

Your lovely friend,

Rifqy

35. What is the purpose of the text?

- X ~~a.~~ Invitation for coming to an anniversary.
- b. Invitation to attend the graduation.
- c. Invitation to be a lecturer in a university.
- d. Invitation for dinner in Rifqy's home.

36. Who wrote the message?

- a. Aisyah
- b. The writer
- ✓ c. Rifqy's parents
- ~~d. Rifqy~~

37. What is relation between Aisyah and Rifqy?

- ~~a. They are friends.~~
- ✓ b. Rifqy is her brother.
- c. Rifqy is her dad.
- d. They are not friends.

The Following text is for questions 38 to 39!

Dear Sheny,

Congratulation on your success in the final examination.
We're very proud of you.

Love,

Your Mom and Dad

38. What is the greeting card for?

- a. To inform about final examination.
- ✓ b. To pray to Sheny's success.
- ~~c. To congratulate Sheny on her success.~~
- d. To show Sheny's preparation in facing examination.

39. Who sends the greeting card?

- ~~a. Sheny's sisters~~
- ✓ b. Sheny's friends
- c. Sheny's teacher
- ~~d. Sheny's parents~~

The Following text is for questions 39-40!

Dear Lucy

We remembered when we played basket ball yesterday. Today, you are absent because of a fever. Hope you get well soon and we could enjoy playing basket ball again.

Your lovely friends,

Reni and Joni

40. Who is the text written for?

- a. Reni and Jony
- b. Lucy's friends
- ☒ c. Lucy
- d. Lucy's parents

Name : EKA ANUGRAH

Date, 10, April 2016

Class : VIII

No. 0 : 22

I. Petunjuk Mengerjakan Soal

- Tulis terlebih dahulu nama peserta tes pada kolom yang telah disediakan.
- Waktu yang disediakan 120 menit untuk mengerjakan tes tersebut.
- Jumlah soal sebanyak 40 butir.
- Materi dari soal di bawah ini tentang; ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja orang lain, meminta/ mengungkapkan pendapat, menyatakan dan menanyakan tentang kemampuan melakukan sesuatu, ungkapan memberi instruksi, mengajak, melarang dan meminta ijin, undangan pribadi, kartu ucapan, menyatakan dan menanyakan keberadaan orang, benda dan binatang, menyatakan dan menanyakan kejadian yang dilakukan (simple present).
- Kerjakan soal yang paling mudah terlebih dahulu dalam menjawab.
- Pilihlah salah satu jawaban (a, b, c or d) pada nomor yang memberikan pilihan jawaban ganda.

II. Soal!

1. "Students, Attention please!"

What is the right expression to answer based on statement above?

- ☒ "Yes ma'am".
- "No way, ma'am".
- "I agree, ma'am".
- "Understand, ma'am".

2. Lia: Listen, I have good news.

Jei: What news?

From the dialogue above, Lia is

- Giving a suggestion
- Asking for an opinion
- Asking for help
- ☒ Asking to attention

3. Audy: Aqila, my new veil!

Aqila: Wow! It looks beautiful. Next time I will borrow it with you.

Audy: Yes, sure.

- ☒
- Complete the dialogue above!

- Looked
- ☒ Look at
- See
- See at

4. Beni: if we have to speak English in our class every day?

Siti: I think that it's a good idea. I love English.

Complete the dialogue above based on expression asking an opinion!

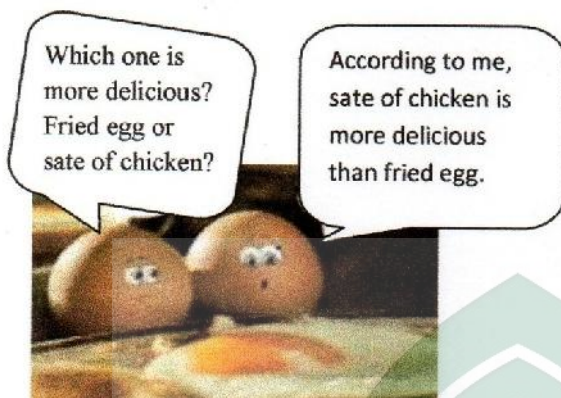
- What does she think

B 14

S 26

35

- b. Do you like
- ☒ c. What do you think
- d. What do you mean



5. What kind of expression based on the picture above?
- a. Asking for attention
 - ☒ b. Asking a question
 - c. Giving an opinion
 - d. Giving help
6. Teacher: if you can answer my question.
Student: Yes, sir.
Complete the dialogue above based on expression giving instruction!
- ☒ a. Please, write on the wall.
 - b. Don't answer.
 - c. Please, rise your hand.
 - d. Please, up your hand.
7. The expressions asking an opinion below are correct, except
- ☒ a. What do you think about?
 - b. What's your opinion?
 - c. Do you have any idea?
 - d. Can you come to my party?
8. "I really appreciate what you have done for my family"
What kind of expression based on statement above?
- a. Showing appreciation
 - b. Asking for attention
 - ☒ c. Asking an opinion
 - d. Giving invitation

9. Dany:! You must do your homework at home.

Lucy: All right.

Complete the dialogue above based on expression giving prohibition!

- ✓
- a. Don't be stupid
 - ✓ ☒ b. Don't be lazy
 - c. You're smart
 - d. You're diligent

10. John: Steve, we will test English on March 2nd, 2016. Do you understand what I say?

Steve: Yes I do,, right.

John: Great Steve.

Complete the dialogue above!

- ✓
- a. We will test English tomorrow.
 - ✓ ☒ b. We will test English on March 2nd, 2016.
 - c. We will test English in two months.
 - d. We have to study hard.

11. of students did not attend the class.

Complete the statement above!

- X
- a. Much
 - ✓ ☒ b. Little
 - c. A little
 - d. Some

12. Those are fed by my cousin.

Complete the statement above!

- X
- ✓ ☒ a. Cat
 - b. Cats
 - c. Cat's
 - d. Cats'

13. There are expensive new cars in the exhibition.

Complete the statement above!

- ✓
- ✓ ☒ a. Some
 - b. A little
 - c. Little
 - d. Any



14. How many persons are doing a social working based on the picture above!

- ☒ a. 5 persons
- b. 6 persons
- c. 7 persons
- d. 8 persons

15. She her dog everyday.

Complete the statement above!

- a. To feed
- ☒ b. Feed
- c. Feeds
- d. Feeding

16. I breakfast everyday at 7 am.

Complete the statement above!

- ☒ a. To eat
- b. Eat
- c. Eating
- d. Eaten

17. A: How do you go to school?

B: We the bus.

Complete the dialogue above!

- ☒ a. To take
- b. Take
- c. Taking
- d. takes

Read the dialogue below and answer questions 18 and 19.

A : Excuse me.

B : Yes, can I help you ?

A : May I have a pink dress with the design like this blue

one, please ?

B : Yes, of course. I think we still have it in the storehouse.

Please wait a minute.

A : Yes, thank you.

18. Where is the discussion happen?

- a. In the Bookstore
- b. In the Hotel
- c. In the Market
- ☒ d. In the Clothing Store

19. Who wants to buy a dress?

- a. Guest
- b. Customer
- c. Waiter
- ☒ d. Students

20. Lisa: Can you sing a song for me?

Rudy: Yes, I can.

From the dialogue above, Lisa is

- a. Showing appreciate
- ☒ b. Giving a suggestion
- c. Asking if one can do something
- ☐ d. Giving instruction

21. Teacher: Can you traditional dance in front of the class?

Student: I'm not sure ma'am, but I will try.

What kind of expression based on dialogue above?

- a. Asking if one can do something
- ☒ b. To give invitation
- c. Asking for attention
- ☐ d. To give suggestion

22. The expressions showing appreciation to friends below are correct, except

- ☒ a. Excellent! That's my boy.
- ☒ b. It's good job.
- c. It's great.
- ☐ d. Your picture is not beautiful.

23. X: You are good team.

Y: Thank you, Sir.

What kind of expression based on the dialogue above?

- ☒ a. Showing appreciation
- b. Asking for attention

- c. Asking an opinion
- d. Giving invitation



24. What is the right expression to giving prohibition based on the picture above?

- ☒ a. Don't be noisy.
- b. Don't be shy.
- c. Don't cry.
- d. Don't talk too much.

25. Diane: May I the lamp? It's dark here.

Larson: Sure.

Complete the dialogue above!

- a. See
- b. Look for
- ☒ c. Turn off
- d. Turn on

26. Dodi: Mom, could I go to the movie with my friends to night?

Mother: Sure, but don't come late to home. You should prepare for your midterm test on Monday.

What kind of expression based on the dialogue above?

- a. Giving instruction
- ☒ b. Giving a help
- c. Asking permission
- d. Asking opinion

27. Teacher: I'm going to instruct you some basic techniques. The first, jump as high as you can!

Students: Okay sir.

Teacher: Second, throw the ball to the basket.

Students: We get it sir.

What kind of expression based on the dialogue above?

- a. Giving instruction
- ☒ b. Giving attention
- c. Giving an opinion
- d. Giving a help

28. Ratih: Could I sit on the chair?

Rosy:

What is the right expression to answer based on statement above?

- a. Yes, we could.
- b. Yes, certainly.
- c. No, I couldn't.
- ☒ d. Yes, I do.

29. The expressions giving invitation below are correct, *except*

- a. I think, you are right.
- b. Would you like to join us?
- ☒ c. Let's go to canteen.
- d. Could you accompany me go to library?

30. Stefany: Can you write a right now?

Stella: Yes, no problem.

Complete the dialogue above!

- ☒ a. Poetry
- b. Picture
- ☒ c. Pencil
- d. Map

31. "Please, read a dialogue of part B in your book".

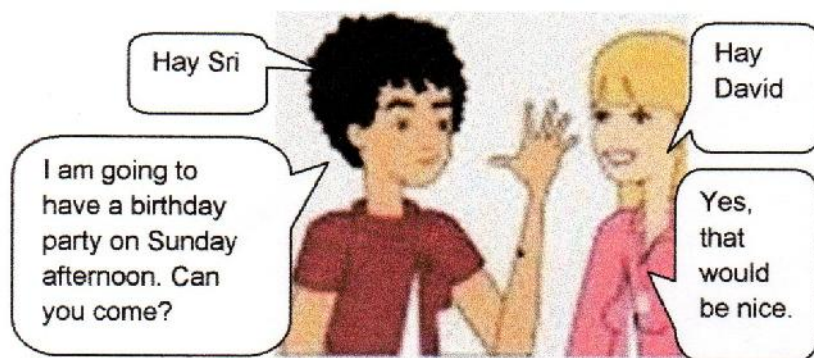
What kind of expression is that?

- ☒ a. Giving attention
- b. Giving instruction
- c. Giving appreciation
- d. Giving opinions

32. "Don't tell him if I comes here. Because I want to buy something for him"

What is the right expression to answer based on statement above?

- ☒ a. I will tell him.
- b. No, I won't.
- c. I will do it.
- ☒ d. Yes, I will be happy.



33. What kind of expression based on the picture above?

- a. Asking to join
- b. Giving invitation
- c. Asking permission
- ☒ d. Giving instruction

34. James:

Rose: Yes, it would be nice.

Please complete the conversation above based on giving invitation!

- a. Would you like a play tennis with me?
- b. How about is playing tennis?
- ☒ c. What do you think about tennis?
- d. Can I play tennis?

The Following text is for questions 35 to 37!

Dear, Aisyah

How are you? I wish you were fine. This month is my graduation of my university. I really hope your coming at the moment. It will be Wednesday on 16th, March 2016 at 07.00 p.m. I am waiting for your surprising.

Your lovely friend,

Rifqy

35. What is the purpose of the text?

- a. Invitation for coming to an anniversary.
- b. Invitation to attend the graduation.
- ☒ c. Invitation to be a lecturer in a university.
- d. Invitation for dinner in Rifqy's home.

36. Who wrote the message?

- ☒ a. Aisyah
- b. The writer
- c. Rifqy's parents
- d. Rifqy

37. What is relation between Aisyah and Rifqy?

- ☒ a. They are friends.
- b. Rifqy is her brother.
- c. Rifqy is her dad.
- d. They are not friends.

The Following text is for questions 38 to 39!

Dear Sheny,

Congratulation on your success in the final examination.
We're very proud of you.

Love,

Your Mom and Dad

38. What is the greeting card for?

- a. To inform about final examination.
- b. To pray to Sheny's success.
- ☒ c. To congratulate Sheny on her success.
- d. To show Sheny's preparation in facing examination.

39. Who send the greeting card?

- a. Sheny's sisters
- b. Sheny's friends
- ☒ c. Sheny's teacher
- d. Sheny's parents

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
M A K A S S A R

The Following text is for questions 39-40!

Dear Lucy

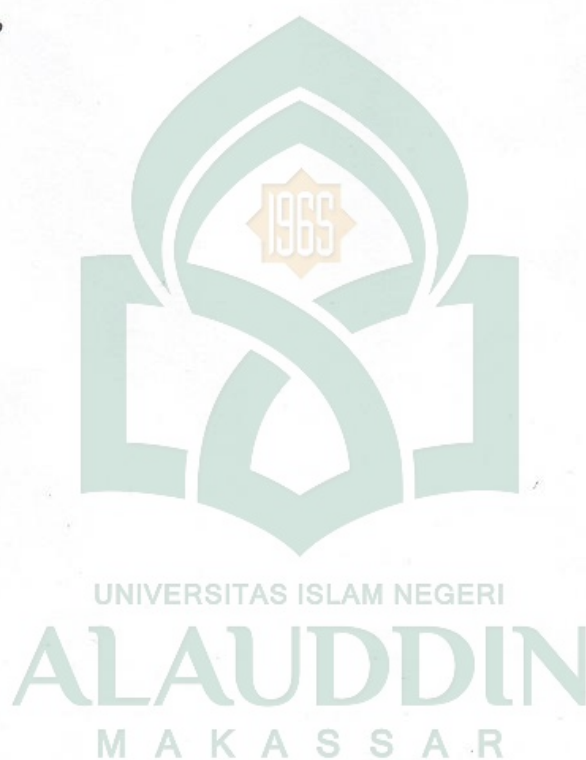
We remembered when we played basket ball yesterday.
Today, you are absent because of a fever. Hope you get
well soon and we could enjoy playing basket ball again.

Your lovely friends,

Reni and Joni

40. Who is the text written for?

- a. Reni and Jony
- b. Lucy's friends
- ☒ c. Lucy
- d. Lucy's parents



APPENDIX 4

A BLUE PRINT

I. IDENTITY

School : SMPN 6 Moncongloe Bulu Kab. Maros
Subject : BAHASA INGGRIS
Academic Year : 2015
Grade/Semester : VIII/GANJIL
Curriculum : 2013
Time Allocation : 120 minutes

II. LIST OF TOPICS AND DESIGN

No	Kompetensi Inti	Kompetensi Dasar	Materials	Indikator	Test Type	Nomor Soal	Skor
1	KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu	3.1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek	To ask for attention	1. Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan meminta perhatian. 2. Menyebutkan ungkapan meminta perhatian.	Multiple Choice	1, 2, 3	1

	pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya	To check comprehension	1. Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan mengecek pemahaman. 2. Menyebutkan ungkapan mengecek pemahaman.	Multiple Choice	10, 18, 19	1
			To give opinions and ask opinions	1. Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan meminta perhatian. 2. Menyebutkan ungkapan meminta perhatian	Multiple Choice	4, 5, 7	1
			Show appreciation	1. Mengidentifikasi fungsi social dan unsur kebahasaan dari meminta dan mengungkapkan pendapat. 2. Menyebutkan ungkapan meminta dan	Multiple Choice	8, 22, 23	1

				mengungkapkan pendapat.			
2	KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaannya.	To state and ask if one can do something	1. Mengidentifikasi fungsi sosial dan unsur kebahasaan dari menyatakan dan menanyakan tentang kemampuan. 2. Menyebutkan ungkapan menyatakan dan menanyakan tentang kemampuan.	Multiple Choice	20, 21, 30	1
3	KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa	3.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan	To give instruction	1. Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan memberi instruksi. 2. Menyebutkan ungkapan	Multiple Choice	6, 27, 31	1

	ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	memberi instruksi, mengajak, melarang, minta ijin, serta cara responnya, sesuai dengan konteks penggunaannya		ungkapan memberi instruksi.			
			To give invitation	1. Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan mengajak. 2. Menyebutkan ungkapan ungkapan mengajak.	Multiple Choice	29, 33, 34	1
			To give prohibition	1. Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan melarang. 2. Menyebutkan ungkapan ungkapan melarang.	Multiple Choice	9, 24, 32	1
			To ask for permission	1. Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan minta ijin. 2. Menyebutkan ungkapan ungkapan	Multiple Choice	25, 26, 28	1

				meminta ijin.			
4	KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.4. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (<i>greeting card</i>), sesuai dengan konteks penggunaannya	To make a personal invitation	Menentukan informasi rinci dari teks undangan pribadi.	Multiple Choice	35, 36, 37	1
			To make a greeting card	Menentukan informasi rinci dari teks Greeting card.	Multiple Choice	38, 39, 40	1
5.	KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,	3.5 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda,	Declare and asking the existing people, noun, and animal	Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu.	Multiple choice	11, 12, 13, 14	1

	teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya					
6	KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya	Declare and asking event; general truth (Simple Present)	Mengidentifikasi fungsi social dan unsur kebahasaan dari menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin	Multiple Choice	15, 16, 17	1
	Total				1 Test Types		40

APPENDIX 5

Experts' Judgment Rubric

1. The First Expert

EXPERTS' JUDGMENT RUBRIC

Expert : Dahniar, S.Pd., M.Pd

The Lecturer of English Education Department at UIN Alauddin Makassar

Petunjuk: Berilah jawaban pertanyaan berikut sesuai dengan pendapat anda, dengan cara memberi tanda (✓) pada kolom yang tersedia.

No.	Aspects	Criteria	1	2	3	4	Keterangan
1	Organization of multiple choice test	The materials of the test are organized attractively.				✓	4. Bila materi tes itu sangat menarik 3. Bila materi tes itu menarik 2. Bila materi tes itu tidak menarik 1. Bila materi tes itu sangat tidak menarik
		The multiple choice English test is well-designed.				✓	4. Bila tes itu didesain sangat baik 3. Bila tes itu didesain baik 2. Bila tes itu didesain tidak baik 1. Bila tes itu didesain sangat tidak baik
2	Questions	The questions are understandable.			✓		4. Bila pertanyaan sangat dimengerti 3. Bila pertanyaan dimengerti 2. Bila pertanyaan tidak dimengerti 1. Bila pertanyaan sangat tidak dimengerti
		The questions are clear.			✓		4. Bila pertanyaan sangat jelas 3. Bila pertanyaan jelas 2. Bila pertanyaan tidak jelas 1. Bila pertanyaan sangat tidak Jelas
		The questions are too easy.			✓		4. Bila pertanyaan sangat tidak mudah 3. Bila pertanyaan tidak mudah 2. Bila pertanyaan mudah 1. Bila pertanyaan sangat mudah

No.	Aspects	Criteria	1	2	3	4	Keterangan
		The questions are too difficult.				✓	4. Bila pertanyaan sangat tidak sulit 3. Bila pertanyaan tidak sulit 2. Bila pertanyaan sulit 1. Bila pertanyaan sangat sulit
		The questions are appropriate.				✓	4. Bila pertanyaan sangat sesuai 3. Bila pertanyaan sesuai 2. Bila pertanyaan tidak sesuai 1. Bila pertanyaan sangat tidak Sesuai
		The questions reinforce what learners have already learned.				✓	4. Bila pertanyaan sangat mengukur peserta didik apa yang sudah dipelajari 3. Bila pertanyaan mengukur peserta didik apa yang sudah dipelajari 2. Bila pertanyaan tidak mengukur peserta didik apa yang sudah dipelajari 1. Bila pertanyaan sangat tidak mengukur peserta didik apa yang sudah dipelajari
		The questions challenge the knowledge of learners.				✓	4. Bila pertanyaan sangat menantang pengetahuan peserta didik 3. Bila pertanyaan menantang pengetahuan peserta didik 2. Bila pertanyaan tidak menantang pengetahuan peserta didik 1. Bila pertanyaan sangat tidak menantang pengetahuan peserta didik

No.	Aspects	Criteria	1	2	3	4	Keterangan
3	Distractors	The distractors are clear.				✓	4. Bila pengecoh sangat jelas 3. Bila pengecoh jelas 2. Bila pengecoh tidak jelas 1. Bila pengecoh sangat tidak Jelas
		The distractors are appropriate.				✓	4. Bila pengecoh sangat sesuai 3. Bila pengecoh sesuai 2. Bila pengecoh tidak sesuai 1. Bila pengecoh sangat tidak Sesuai
		The distractors are understandable.			✓		4. Bila pengecoh sangat dimengerti 3. Bila pengecoh dimengerti 2. Bila pengecoh tidak dimengerti 1. Bila pengecoh sangat tidak Dimengerti
		The distractors are confusing.			✓		4. Bila pengecoh sangat tidak membingungkan 3. Bila pengecoh tidak membingungkan 2. Bila pengecoh membingungkan 1. Bila pengecoh sangat Membingungkan
		The distractors are ambiguous.			✓		4. Bila pengecoh sangat tidak ambigu 3. Bila pengecoh tidak ambigu 2. Bila pengecoh ambigu 1. Bila pengecoh sangat Ambigu

No	Aspects	Criteria	1	2	3	4	Keterangan
4	Coverage of materials in the test	The coverage of the materials in the test is in line with the syllabus of the course				✓	4. Bila cakupan materi dalam tes sangat sejalan dengan silabus 3. Bila cakupan materi dalam tes sejalan dengan silabus 2. Bila cakupan materi dalam tes tidak sejalan dengan Silabus 1. Bila cakupan materi dalam tes sangat tidak sejalan dengan silabus
		The coverage of the materials in the test is relevant to the goals of the course.				✓	4. Bila cakupan materi dalam tes sangat relevan dengan tujuan pembelajaran 3. Bila cakupan materi dalam tes relevan dengan tujuan pembelajaran 2. Bila cakupan materi dalam tes tidak relevan dengan tujuan pembelajaran 1. Bila cakupan materi dalam tes sangat tidak relevan dengan tujuan pembelajaran
		The coverage of the materials in the test is understandable.				✓	4. Bila cakupan materi dalam tes sangat dimengerti 3. Bila cakupan materi dalam tes dimengerti 2. Bila cakupan materi dalam tes tidak dimengerti 1. Bila cakupan materi dalam tes sangat tidak dimengerti
5	Language	The language used is appropriate with students' English proficiency.				✓	4. Bila bahasa yang digunakan sangat sesuai dengan kemampuan bahasa Inggris siswa. 3. Bila bahasa yang digunakan sesuai dengan kemampuan bahasa Inggris siswa. 2. Bila bahasa yang digunakan tidak sesuai dengan kemampuan bahasa Inggris siswa. 1. Bila bahasa yang digunakan Sangat tidak sesuai dengan

						kemampuan bahasa Inggris siswa.
						4. Bila bahasa yang digunakan sangat jelas 3. Bila bahasa yang digunakan jelas 2. Bila bahasa yang digunakan tidak jelas 1. Bila bahasa yang digunakan Sangat tidak jelas
						4. Bila bahasa yang digunakan sangat tidak membingungkan 3. Bila bahasa yang digunakan tidak membingungkan 2. Bila bahasa yang digunakan membingungkan 1. Bila bahasa yang digunakan sangat membingungkan
						4. Bila bahasa yang digunakan sangat dimengerti 3. Bila bahasa yang digunakan dimengerti 2. Bila bahasa yang digunakan tidak dimengerti 1. Bila bahasa yang digunakan Sangat tidak dimengerti

(Adopted from Mubar, 2015)

Makassar,

2016

Expert,

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
 MAKASSAR

Dahniar S. Pd, M. Pd

2. The Second Expert

EXPERTS' JUDGMENT RUBRIC

Expert : Andi Asmawati, S.Pd., M.Pd

The Lecturer of English Education Department at UIN Alauddin Makassar

Petunjuk: Berilah jawaban pertanyaan berikut sesuai dengan pendapat anda, dengan cara memberi tanda (✓) pada kolom yang tersedia.

No.	Aspects	Criteria	1	2	3	4	Keterangan
1	Organization of multiple choice test	The materials of the test are organized attractively.			✓		4. Bila materi tes itu sangat menarik 3. Bila materi tes itu menarik 2. Bila materi tes itu tidak menarik 1. Bila materi tes itu sangat tidak menarik
		The multiple choice English test is well-designed.				✓	4. Bila tes itu didesain sangat baik 3. Bila tes itu didesain baik 2. Bila tes itu didesain tidak baik 1. Bila tes itu didesain sangat tidak baik
2	Questions	The questions are understandable.			✓		4. Bila pertanyaan sangat dimengerti 3. Bila pertanyaan dimengerti 2. Bila pertanyaan tidak dimengerti 1. Bila pertanyaan sangat tidak dimengerti
		The questions are clear.			✓		4. Bila pertanyaan sangat jelas 3. Bila pertanyaan jelas 2. Bila pertanyaan tidak jelas 1. Bila pertanyaan sangat tidak Jelas
		The questions are too easy.		✓			4. Bila pertanyaan sangat tidak mudah 3. Bila pertanyaan tidak mudah 2. Bila pertanyaan mudah 1. Bila pertanyaan sangat mudah

No.	Aspects	Criteria	1	2	3	4	Keterangan
		The questions are too difficult.			✓		4. Bila pertanyaan sangat tidak sulit 3. Bila pertanyaan tidak sulit 2. Bila pertanyaan sulit 1. Bila pertanyaan sangat sulit
		The questions are appropriate.			✓		4. Bila pertanyaan sangat sesuai 3. Bila pertanyaan sesuai 2. Bila pertanyaan tidak sesuai 1. Bila pertanyaan sangat tidak Sesuai
		The questions reinforce what learners have already learned.			✓		4. Bila pertanyaan sangat mengukur peserta didik apa yang sudah dipelajari 3. Bila pertanyaan mengukur peserta didik apa yang sudah dipelajari 2. Bila pertanyaan tidak mengukur peserta didik apa yang sudah dipelajari 1. Bila pertanyaan sangat tidak mengukur peserta didik apa yang sudah dipelajari
		The questions challenge the knowledge of learners.			✓		4. Bila pertanyaan sangat menantang pengetahuan peserta didik 3. Bila pertanyaan menantang pengetahuan peserta didik 2. Bila pertanyaan tidak menantang pengetahuan peserta didik 1. Bila pertanyaan sangat tidak menantang pengetahuan peserta didik

No.	Aspects	Criteria	1	2	3	4	Keterangan
3	Distractors	The distractors are clear.				✓	4. Bila pengecoh sangat jelas 3. Bila pengecoh jelas 2. Bila pengecoh tidak jelas 1. Bila pengecoh sangat tidak Jelas
		The distractors are appropriate.				✓	4. Bila pengecoh sangat sesuai 3. Bila pengecoh sesuai 2. Bila pengecoh tidak sesuai 1. Bila pengecoh sangat tidak Sesuai
		The distractors are understandable.			✓		4. Bila pengecoh sangat dimengerti 3. Bila pengecoh dimengerti 2. Bila pengecoh tidak dimengerti 1. Bila pengecoh sangat tidak Dimengerti
		The distractors are confusing.			✓		4. Bila pengecoh sangat tidak membingungkan 3. Bila pengecoh tidak membingungkan 2. Bila pengecoh membingungkan 1. Bila pengecoh sangat Membingungkan
		The distractors are ambiguous.			✓		4. Bila pengecoh sangat tidak ambigu 3. Bila pengecoh tidak ambigu 2. Bila pengecoh ambigu 1. Bila pengecoh sangat Ambigu

No	Aspects	Criteria	1	2	3	4	Keterangan
4	Coverage of materials in the test	The coverage of the materials in the test is in line with the syllabus of the course			✓		4. Bila cakupan materi dalam tes sangat sejalan dengan silabus 3. Bila cakupan materi dalam tes sejalan dengan silabus 2. Bila cakupan materi dalam tes tidak sejalan dengan Silabus 1. Bila cakupan materi dalam tes sangat tidak sejalan dengan silabus
		The coverage of the materials in the test is relevant to the goals of the course.			✓		4. Bila cakupan materi dalam tes sangat relevan dengan tujuan pembelajaran 3. Bila cakupan materi dalam tes relevan dengan tujuan pembelajaran 2. Bila cakupan materi dalam tes tidak relevan dengan tujuan pembelajaran 1. Bila cakupan materi dalam tes sangat tidak relevan dengan tujuan pembelajaran
		The coverage of the materials in the test is understandable.			✓		4. Bila cakupan materi dalam tes sangat dimengerti 3. Bila cakupan materi dalam tes dimengerti 2. Bila cakupan materi dalam tes tidak dimengerti 1. Bila cakupan materi dalam tes sangat tidak dimengerti
5	Language	The language used is appropriate with students' English proficiency.			✓		4. Bila bahasa yang digunakan sangat sesuai dengan kemampuan bahasa Inggris siswa. 3. Bila bahasa yang digunakan sesuai dengan kemampuan bahasa Inggris siswa. 2. Bila bahasa yang digunakan tidak sesuai dengan kemampuan bahasa Inggris siswa. 1. Bila bahasa yang digunakan Sangat tidak sesuai dengan

						kemampuan bahasa Inggris siswa.
		The language is clear.			✓	4. Bila bahasa yang digunakan sangat jelas 3. Bila bahasa yang digunakan jelas 2. Bila bahasa yang digunakan tidak jelas 1. Bila bahasa yang digunakan Sangat tidak jelas
		The language used is confusing.			✓	4. Bila bahasa yang digunakan sangat tidak membingungkan 3. Bila bahasa yang digunakan tidak membingungkan 2. Bila bahasa yang digunakan membingungkan 1. Bila bahasa yang digunakan sangat membingungkan
		The language is understandable.			✓	4. Bila bahasa yang digunakan sangat dimengerti 3. Bila bahasa yang digunakan dimengerti 2. Bila bahasa yang digunakan tidak dimengerti 1. Bila bahasa yang digunakan Sangat tidak dimengerti

(Adopted from Mubar, 2015)

Makassar, 12 Juli 2016

Expert,

UNIVERSITAS ISLAM NEGERI
ALAUDDIN
 MAKASSAR

Andi Asnawati, S.Pd, M.Pd

APPENDIX 6

Analysis of result on the experts' judgment rubric

1. Finding out the means score of the Expert's Judgment Rubric

$$\bar{X} = \frac{X}{N}$$

\bar{X} = Mean score

X = The sum of all score

N = A total number of subject
(Gay, 1981:298)

2. Scoring Category of the Experts' judgment Rubric

Table 9. *The mean score classification*

Score	Classification
3.25 - 4.00	Excellent
2.50 – 3.24	Good
1.75 – 2.49	Satisfactory
1.00 – 1.75	Poor

(Triatna:2009)

No.	Aspects	Criteria	Expert 1	Expert 2	Total Score	Mean	Classification
1	Organization of multiple choice test	The materials of the test are organized attractively.	4	3	7	3.5	Excellent
		The multiple choice English test is well-designed.	4	4	8	4	Excellent
2	Questions	The questions are understandable.	3	3	6	3	Good

		The questions are clear.	3	3	6	3	Good
		The questions are too easy.	3	2	5	2.5	Good
		The questions are too difficult.	4	3	7	3.5	Excellent
		The questions are appropriate.	4	3	7	3.5	Excellent
		The questions reinforce what learners have already learned.	4	4	8	4	Excellent
		The questions challenge the knowledge of learners.	3	3	6	3	Good
3	Distractors	The distractors are clear.	4	4	8	4	Excellent
		The distractors are appropriate.	4	4	8	4	Excellent
		The distractors are understandable.	3	3	6	3	Good
		The distractors are confusing.	3	3	6	3	Good
		The distractors are ambiguous.	3	3	6	3	Good
4	Coverage of materials in the test	The coverage of the materials in the test is in line with the syllabus of the course	4	3	7	3.5	Excellent
		The coverage of the materials in the test is relevant to the goals of the course.	3	3	6	3	Good
		The coverage of the materials in the test is understandable.	3	3	6	3	Good

5	Language	The language used is appropriate with students' English proficiency.	4	3	7	3.5	Excellent
		The language is clear.	4	4	8	4	Excellent
		The language used is confusing.	3	3	6	3	Good
		The language is understandable.	4	3	7	3.5	Excellent



APPENDIX 10
ITEM ANALYSIS Multiple Choice Test

No.	Name	Y	Y2	Question Numbers																																										
				XY1	XY2	XY3	XY4	XY5	XY6	XY7	XY8	XY9	XY10	XY11	XY12	XY13	XY14	XY15	XY16	XY17	XY18	XY19	XY20	XY21	XY22	XY23	XY24	XY25	XY26	XY27	XY28	XY29	XY30	XY31	XY32	XY33	XY34	XY35	XY36	XY37	XY38	XY39				
1	Natasya Nadila Farobi	28	784	28	0	0	28	0	0	0	28	28	28	28	0	28	28	0	0	28	28	28	28	0	28	28	28	28	28	0	28	28	28	0	28	28	28	28	28	28	28	28	28			
2	Muh Syahrin Arifin																																													
3	Nurlina, T	24	576	24	0	0	24	24	24	0	24	24	24	24	0	0	0	0	24	0	0	24	0	0	0	24	24	24	0	24	24	0	24	0	24	24	24	24	24	24	0	24	24	24		
4	Anisa Nurul Patia	22	484	22	0	22	22	0	0	0	22	0	22	22	0	22	22	0	22	22	22	22	0	0	0	0	22	22	0	0	22	22	0	22	0	0	22	22	22	22	22	0	0	0	0	
5	Adiwangsa Syarif	19	361	19	19	19	19	0	19	0	19	19	19	0	19	19	19	0	0	0	0	0	0	0	0	19	0	19	0	19	0	19	0	0	0	0	0	0	0	0	0	19	19	19		
6	Mudalifah	15	225	15	0	15	0	15	0	0	0	15	0	0	0	15	0	0	0	0	15	0	0	0	0	0	15	0	15	15	0	15	0	15	0	15	0	0	0	0	15	15	0	15		
7	Nurul Fitri Amelia	20	400	20	0	20	20	0	20	0	0	20	20	20	0	0	20	0	0	20	0	0	20	0	20	0	20	0	0	0	0	0	0	0	20	0	20	20	20	20	20	20	0	20	20	
8	Nur Alif Awal	29	841	29	29	0	0	0	29	29	0	29	29	29	29	29	29	0	0	0	29	29	29	29	0	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	0	0	29	29	0	29
9	Harini	22	484	22	0	22	22	22	0	0	22	22	22	0	22	22	22	22	0	22	22	22	0	22	22	0	22	0	0	22	22	22	22	0	0	0	0	0	0	0	22	22	22	22	22	
10	Sukmawati	15	225	15	0	0	15	0	0	0	0	0	15	0	15	0	0	15	0	15	15	0	0	0	0	15	0	15	0	0	0	0	15	15	0	15	0	0	15	15	15	15	15	15	0	15
11	Nur Aisyah M	28	784	28	28	28	28	28	0	28	28	28	28	0	28	28	28	28	28	28	28	28	0	0	0	0	28	28	0	28	28	28	0	0	0	28	0	0	28	28	28	28	28	28	28	28
12	Syukur Rahmatullah	24	576	24	24	0	0	24	24	0	24	0	24	0	0	24	24	24	24	24	24	0	0	0	0	0	24	24	24	24	24	0	0	24	24	0	0	24	24	24	24	24	24	24	24	24
13	Aurora Syfar Husain	21	441	21	0	21	21	0	0	0	21	0	21	0	0	21	21	0	21	0	21	21	0	21	0	21	21	0	21	21	0	21	0	0	0	21	21	0	0	21	21	0	21	21	21	21
14	Hendrawan	28	784	28	28	28	28	28	0	0	28	28	28	28	28	28	28	28	28	28	28	28	0	0	0	0	28	28	0	28	28	28	28	0	0	0	28	0	28	28	0	28	28	0	28	28
15	Syaindah Nur Ahmad	18	324	18	0	18	18	18	0	18	0	0	18	0	0	18	18	0	18	18	18	18	0	0	0	18	0	0	0	0	0	18	16	18	0	0	0	0	0	0	0	18	18	18	18	
16	Nurfani	19	361	19	0	19	19	19	0	0	0	19	0	0	19	19	0	19	19	19	19	19	0	0	0	0	19	0	0	19	19	19	0	0	0	0	0	0	0	0	19	19	19	19	19	
17	Luqmanul Hakim	23	529	23	23	0	23	0	0	0	0	23	0	0	23	0	23	0	23	23	23	23	0	23	23	23	23	23	23	23	23	0	0	23	0	23	23	23	23	23	23	23	0	0	0	0
18	La Ode Muhammad, R	23	529	23	0	23	23	23	0	23	23	23	23	0	23	23	23	23	23	23	23	23	0	0	0	0	23	0	0	23	23	23	23	0	0	0	0	0	0	0	23	23	23	23	23	
19	Nurul Qalbi, BS	23	529	23	0	23	23	23	0	0	23	23	23	23	23	23	23	23	0	0	23	23	0	0	0	0	23	0	0	23	23	23	23	0	0	0	0	0	0	0	23	23	23	23	23	
20	Putri Sahandianti	16	256	16	0	16	16	0	0	0	16	0	0	0	0	16	16	0	16	16	0	0	16	0	0	16	0	0	16	0	0	16	0	0	16	0	0	0	0	0	0	16	0	16	16	
21	Irgiti Saputra	19	361	19	19	19	0	0	0	0	19	0	19	19	0	0	19	0	0	0	0	19	0	19	0	19	19	19	19	19	0	0	0	0	0	19	19	19	0	0	19	19	0	0	0	
22	Adira Ramadani, H	26	676	26	26	26	0	26	26	0	0	0	26	0	0	26	26	0	26	26	26	26	0	26	26	26	26	26	26	26	0	26	26	0	26	26	26	26	26	26	0	0	0	0	0	
23	Eka Anugrah	14	196	14	14	14	14	0	0	0	0	14	14	0	0	14	0	0	0	0	14	0	0	0	14	14	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	14	14	0	
24	Irfan Salim Hidayat	16	256	16	16	16	16	16	0	16	0	0	16	0	0	16	0	0	16	16	16	0	0	0	0	16	0	16	0	16	0	0	0	0	0	0	16	0	0	0	0	0	0	0	0	0
25	Hijrah	18	324	18	0	0	18	0	0	0	18	18	0	0	18	18	0	0	18	0	18	0	0	0	0	18	0	0	18	18	0	18	0	18	0	18	0	0	18	0	18	18	0	18	18	
26	Sriana, R	21	441	21	0	21	21	21	0	0	21	0	21	0	21	0	21	0	0	21	21	21	0	0	0	0	21	0	0	21	21	21	0	0	0	0	21	0	21	21	21	21	21	21	21	
27	Satri Alam	20	400	20	20	20	20	20	0	0	20	0	20	0	0	20	20	0	0	0	0	20	20	0	0	0	20	20	0	20	20	0	20	20	0	20	20	20	0	20	0	0	0	0	0	0
JUMLAH		551	12147	551	246	390	438	307	142	114	356	314	464	208	262	400	465	195	305	306	430	425	116	146	60	240	515	251	273	382	331	357	131	257	158	297	195	195	421	418	327	396	396			

XY40
28
24
22
19
15
20
29
0
0
28
0
0
28
18
19
0
23
23
0
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26
14
16
18
21
20
430



APPENDIX 8

Validity and Reliability Analysis

Analysis with Product Moment + Sperman Brown

1. Validity Data:

$$N = 26 \qquad \sum xy = 2993$$

$$\sum x = 277 \qquad \sum x^2 = 3133$$

$$\sum y = 274 \qquad \sum y^2 = 3028$$

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{26.2993 - 277.274}{\sqrt{\{26.3133 - (277)^2\} \{26.3028 - (274)^2\}}}$$

$$r_{xy} = \frac{77818 - 75898}{\sqrt{\{81458 - 76729\} \{78728 - 75076\}}}$$

$$r_{xy} = \frac{1920}{\sqrt{17270308}} = \frac{1920}{4155.7} = 0.462$$

2. Reliability Data:

$$r_{11} = \frac{2.r_{1/2/2}}{(1+r_{1/2/2})}$$

$$r_{11} = \frac{2*0.462}{(1+0.462)}$$

$$r_{11} = \frac{0.92402}{1.462} = 0.632$$

APPENDIX 9

Table of Critical Value of Product Moment

LAMPIRAN: II

Tabel Harga Kritik dari r Product-Moment

N (1)	Interval Kepercayaan		N (1)	Interval Kepercayaan		N (1)	Interval Kepercayaan	
	95% (2)	99% (3)		95% (2)	99% (3)		95% (2)	99% (3)
3	0,997	0,999	26	0,388	0,4906	55	0,266	0,345
4	0,950	0,990	27	0,381	0,487	60	0,254	0,330
5	0,878	0,959	28	0,374	0,478	65	0,244	0,317
6	0,811	0,917	29	0,367	0,470	70	0,235	0,306
7	0,754	0,874	30	0,361	0,463	75	0,227	0,296
8	0,707	0,874	31	0,355	0,456	80	0,220	0,286
9	0,666	0,798	32	0,349	0,449	85	0,213	0,278
10	0,632	0,765	33	0,344	0,442	90	0,207	0,270
11	0,602	0,735	34	0,339	0,436	95	0,202	0,263
12	0,576	0,708	35	0,334	0,430	100	0,195	0,256
13	0,553	0,684	36	0,329	0,424	125	0,176	0,230
14	0,532	0,661	37	0,325	0,418	150	0,159	0,210
15	0,514	0,641	38	0,320	0,413	175	0,148	0,194
16	0,497	0,623	39	0,316	0,408	200	0,138	0,181
17	0,482	0,606	40	0,312	0,403	300	0,113	0,148
18	0,468	0,590	41	0,308	0,396	400	0,098	0,128
19	0,456	0,575	42	0,304	0,393	500	0,088	0,115
20	0,444	0,561	43	0,301	0,389	600	0,080	0,105
21	0,433	0,549	44	0,297	0,384	700	0,074	0,097
22	0,423	0,537	45	0,294	0,380	800	0,070	0,091
23	0,413	0,526	46	0,291	0,376	900	0,065	0,086
24	0,404	0,515	47	0,288	0,372	1000	0,062	0,081
25	0,396	0,505	48	0,284	0,368			
			49	0,281	0,364			
			50	0,277	0,361			

N = Jumlah pasangan yang digunakan untuk menghitung r .

402

Prosedur Penelitian Suatu Pendekatan Praktik

APPENDIX 11
ITEM ANALYSIS Multiple Choice Test based on Classifications

Questions Number	N	ΣXY	ΣX	$(\Sigma X)^2$	ΣX^2	ΣY	$(\Sigma Y)^2$	ΣY^2	Validity		Reliability		Level of Difficulty	
1	26	551	26	676	26	551	303601	12147	0.00	Very Poor	0.00	Very Low	1	Easy
2	26	246	11	121	11	551	303601	12147	0.24	Poor	0.38	Low	0.42	Medium
3	26	390	19	361	19	551	303601	12147	0.26	Poor	0.70	High	0.73	Easy
4	26	438	21	441	21	551	303601	12147	0.16	Very Poor	0.39	Low	0.81	Easy
5	26	307	14	196	14	551	303601	12147	0.19	Very Poor	0.32	Low	0.54	Medium
6	26	142	6	36	6	551	303601	12147	0.32	Poor	0.48	Medium	0.23	Difficult
7	26	114	5	25	5	551	303601	12147	0.18	Very Poor	0.31	Low	0.19	Difficult
8	26	356	16	256	16	551	303601	12147	0.31	Poor	0.48	Medium	0.62	Medium
9	26	314	14	196	14	551	303601	12147	0.31	Poor	0.48	Medium	0.54	Medium
10	26	464	21	441	21	551	303601	12147	0.44	satisfactory	0.61	High	0.81	Easy
11	26	208	9	81	9	551	303601	12147	0.33	Poor	0.49	Medium	0.35	Medium
12	26	262	11	121	11	551	303601	12147	0.53	satisfactory	0.69	High	0.42	Medium
13	26	400	19	361	19	551	303601	12147	0.05	Very Poor	0.11	Very Low	0.73	Easy
14	26	465	21	441	21	551	303601	12147	0.46	satisfactory	0.63	High	0.81	Easy
15	26	195	8	64	8	551	303601	12147	0.50	satisfactory	0.67	High	0.31	Medium
16	26	305	11	121	11	551	303601	12147	1.32	Excellent	1.14	Very High	0.42	Medium
17	26	306	14	196	14	551	303601	12147	0.17	Very Poor	0.29	Low	0.54	Medium
18	26	430	20	400	20	551	303601	12147	0.13	Very Poor	0.23	Low	0.77	Easy
19	26	425	19	361	19	551	303601	12147	0.46	satisfactory	0.63	High	0.73	Easy
20	26	116	5	25	5	551	303601	12147	0.23	Poor	0.37	Low	0.19	Difficult
21	26	146	6	36	6	551	303601	12147	0.40	satisfactory	0.58	Medium	0.23	Difficult
22	26	60	3	9	3	551	303601	12147	0.10	Very Poor	0.23	Low	0.12	Difficult
23	26	240	11	121	11	551	303601	12147	0.13	Very Poor	0.22	Low	0.42	Medium
24	26	515	24	576	24	551	303601	12147	0.22	Poor	0.36	Low	0.92	Easy
25	26	251	10	100	10	551	303601	12147	0.73	good	0.84	Very High	0.38	Medium
26	26	273	13	169	13	551	303601	12147	0.05	Very Poor	0.10	Very Low	0.50	Medium
27	26	382	17	289	17	551	303601	12147	0.41	satisfactory	0.58	Medium	0.65	Medium
28	26	331	14	196	14	551	303601	12147	0.62	good	0.77	Very High	0.54	Medium
29	26	357	16	256	16	551	303601	12147	0.33	Poor	0.50	Medium	0.62	Medium
30	26	131	6	36	6	551	303601	12147	0.08	Very Poor	0.15	Very Low	0.23	Difficult
31	26	257	12	144	12	551	303601	12147	0.05	Very Poor	0.09	Very Low	0.46	Medium

32	26	158	7	49	7	551	303601	12147	0.20	Very Poor	0.33	Low	0.27	Difficult
33	26	297	13	169	13	551	303601	12147	0.39	Poor	0.56	Medium	0.50	Medium
34	26	195	10	100	10	551	303601	12147	0.32	Poor	0.92	Very High	0.38	Medium
35	26	195	8	64	8	551	303601	12147	0.50	satisfactory	0.67	High	0.31	Medium
36	26	421	19	361	19	551	303601	12147	0.37	Poor	0.54	Medium	0.73	Easy
37	26	418	20	400	20	551	303601	12147	0.13	Very Poor	0.29	Low	0.77	Easy
38	26	327	15	225	15	551	303601	12147	0.17	Very Poor	0.29	Low	0.58	Medium
39	26	396	17	289	17	551	303601	12147	0.68	good	0.81	Very High	0.65	Medium
40	26	430	20	400	20	551	303601	12147	0.13	Very Poor	0.23	Low	0.77	Easy



THE AMOUNT OF VALIDITY	INTERPRETATION
0.80-1.00	Excellent
0.60-0.80	Good
0.40-0.60	Satisfactory
0.20-0.40	Poor
0.00-0.20	Very Poor

THE AMOUNT OF RELIABILITY	INTERPRETATION
$0.00 < r_{11} \leq 0,20$	Very low
$0.20 < r_{11} \leq 0,40$	Low
$0.40 < r_{11} \leq 0,60$	Medium
$0.60 < r_{11} \leq 0,70$	High
$0.70 < r_{11} \leq 1$	Very high

P	Classification
$P = 0.00$	Too difficult
$0.00 < P \leq 0.30$	Difficult
$0.30 < P \leq 0.70$	Medium
$0.70 < P \leq 1.00$	Easy
$P = 1$	Too easy



APPENDIX 12
(SYLLABUS)

Satuan Pendidikan : SMP/MTs
Kelas : VIII (delapan)
Kompetensi Inti :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang		Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4	Penilaian KI 1 dan KI 2 dilakukan melalui pengamatan, penilaian diri oleh peserta didik, penilaian teman sejawat, dan jurnal		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
diwujudkan dalam semangat belajar					
<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama,</p>					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan cinta damai, dalam melaksanakan komunikasi fungsional.					
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.	<p>Teks lisan dan tulis untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <ul style="list-style-type: none"> • <i>Fungsi sosial</i> Menjaga hubungan interpersonal dengan guru dan teman • <i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. <i>Excuse me.</i> <i>Attention, please.</i> 	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> • Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan). • Mencontoh keteladanan dengan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai 	<ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. • Tingkat kelengkapan dan keruntutan struktur teks (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan 	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kase

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.1 Menyusun teks lisan sederhana untuk mengungkapkan dan merespon ungkapan permintaan perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p><i>Yes, please. Alright., dan semacamnya</i></p> <p>b. <i>She's kind, isn't she? Yes, she is. Understood? Is it clear? Yes, Sir., dan semacamnya.</i></p> <p>c. <i>That's great. It's beautiful. Excellent! Thanks you., dan semacamnya.</i></p> <p>d. <i>What do you think? Rudi did it well, didn't he? Is that how you say it? Yes, I think so. I don't think so. No., dan semacamnya.</i></p> <ul style="list-style-type: none"> • <i>Unsur kebahasaan</i> <ol style="list-style-type: none"> (1) Kosa kata: kata sifat sederhana (2) Tata bahasa: kata rujukan <i>it, they, these, those, that, this.</i> (3) Penggunaan nominal singular dan plural secara tepat, dengan atau 	<p>kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Mendengarkan dan menyaksikan banyak contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) 	<p>ngkapkan pendapat, serta responnya.</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap santun, peduli, dan percaya diri yang menyertai (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. <p>Sikap:</p> <ul style="list-style-type: none"> • Observasi 		<p>t</p> <ul style="list-style-type: none"> • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailylenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> Menirukan contoh-contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. Secara kolaboratif, berusaha menggunakan 	<p>terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, 		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> Membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. Membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dipelajari tersebut di atas dengan 	<p>dan (d) meminta/mengungkapkan pendapat, termasuk kemudahan dan kesulitannya.</p> <p>Pengetahuan:</p> <ul style="list-style-type: none"> Tertulis mengisi balon teks dengan ungkapan Ungkapan yang telah dipelajari sebelumnya Membuat percakapan berdasarkan kriteria yang diberikan <p>Keterampilan:</p> <ul style="list-style-type: none"> Unjuk kerja <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang ada di sumber-sumber lain, atau dengan yang</p> <ul style="list-style-type: none"> Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Menggunakan bahasa Inggris setiap kali muncul kesempatan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Membicarakan permasalahan yang dialami 	<p>(a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</p> <ul style="list-style-type: none"> Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) <p>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	pendapat, dan responnya, ketika muncul kesempatan di dalam dan di luar kelas.		
3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaann	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <ul style="list-style-type: none"> • <i>Fungsi sosial</i> Menunjukkan sikap personal tentang kemampuan dan kemauan diri sendiri dan orang lain untuk melakukan suatu tindakan. • <i>Struktur teks</i> 	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> • Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris. • mencontoh kebiasaan dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, 	<ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan 	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.2 ya Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>a. <i>Can you play the guitar? Yes, I can. I'm sorry I can't answer the question. My uncle can run very fast., dan sebagainya.</i></p> <p>b. <i>I promise I will come to your birthday party. Yes, sure, she will return the book soon. She will not take the train., dan sebagainya</i></p> <ul style="list-style-type: none"> • Unsur kebahasaan <p>(1) Kata kerja bantu modal: <i>can, will.</i></p> <p>(2) Kosa kata terkait kegiatan dan tindakan sehari-hari di lingkungan rumah, kelas, sekolah, dan masyarakat.</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan</p>	<p>dalam bahasa Inggris.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirukan contoh-contoh 	<p>tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan 		<p>peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</p> <ul style="list-style-type: none"> • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailylearnenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnersenglish.com

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi,</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p><i>Topik</i></p> <p>Berbagai kegiatan dan tindakan yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya. Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain 	<p>melakukan suatu tindakan serta responnya</p> <p>Sikap:</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. Penilaian diri pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang 		ish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang terstruktur.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> Membandingkan ungkapan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. Membandingkan ungkapan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p>	<p>pengalaman belajar menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, termasuk kemudahan dan kesulitannya.</p> <p>Pengetahuan:</p> <ul style="list-style-type: none"> Tes tertulis <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang (a) kemampuan dan</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, di dalam dan di luar kelas. Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>(b) kemauan melakukan suatu tindakan serta responnya.</p> <p>Keterampilan:</p> <ul style="list-style-type: none"> Unjuk kerja Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) <p>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, ketika muncul kesempatan, di dalam dan di luar kelas.		
3.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, mengajak, melarang, minta ijin, serta cara responnya, sesuai dengan konteks penggunaannya	<p>Teks lisan dan tulis untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <ul style="list-style-type: none"> • <i>Fungsi sosial</i> Menjaga hubungan interpersonal dengan guru dan teman. • <i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. <i>Come in, please!</i> 	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> • Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta meresponnya, dalam bahasa Inggris, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. • Mencontoh kebiasaan dengan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin 	<ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya. • Tingkat kelengkapan dan keruntutan struktur teks (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya. • Tingkat 	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.3 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi, mengajak, melarang, dan minta ijin, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p><i>Thank you. Put the book on the table, please. Yes, sure., dan semacamnya</i></p> <p>b. <i>Let's go! Okay. Come with me! Sorry, I'm busy., dan semacamnya.</i></p> <p>c. <i>Don't be late again! Sure, I won't. Don't open it, ok? OK., dan semacamnya.</i></p> <p>d. <i>May I use your pen, please? Sure, here you are. May I wash my hands? Certainly., dan semacamnya.</i></p> <ul style="list-style-type: none"> • <i>Unsur kebahasaan</i> <p>(1) Kosakata: <i>please, okay, certainly, sure, sorry, Let's.</i></p> <p>(2) Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif, kata kerja bantu modal <i>may</i>.</p> <p>(3) Penggunaan nominal singular</p>	<p>serta meresponnya, dalam bahasa Inggris.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Mendengarkan dan menyaksikan banyak contoh interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirukan contoh-contoh interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dalam 	<p>ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> • Sikap santun, peduli, dan percaya diri yang menyertai (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya. <p>Sikap:</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kesantunan dan kepedulian dalam 		<p>peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</p> <ul style="list-style-type: none"> • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailylearnenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.com

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya. Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> Membandingkan ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya yang telah dikumpulkan dari berbagai sumber 	<p>melaksanakan komunikasi di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Penilaian diri: <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, termasuk kemudahan dan kesulitannya.</p> <p>Pengetahuan:</p> <ul style="list-style-type: none"> Tes tertulis <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan</p> 		ish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tersebut di atas.</p> <ul style="list-style-type: none"> Membandingkan ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Menggunakan bahasa Inggris setiap kali muncul kesempatan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang 	<p>teks yang di dalamnya termasuk (a) memberi instruksi, (b) mengajak, (c) melarang, dan (d) minta ijin</p> <p>Keterampilan:</p> <ul style="list-style-type: none"> Unjuk kerja <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya.</p> <ul style="list-style-type: none"> Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) <p>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) memberi instruksi, (b)</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>mengajak, (c) melarang, (d) minta ijin, ketika muncul kesempatan di dalam dan di luar kelas.</p>		
3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (<i>greeting card</i>), sesuai dengan konteks	<p>Teks tulis (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) sangat pendek dan sederhana</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <ul style="list-style-type: none"> <i>Fungsi sosial</i> Menjaga hubungan interpersonal dengan guru dan teman <i>Struktur text</i> a. Menyebutkan tujuan dari (a) 	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> Mencari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), termasuk yang menggunakan bahasa Indonesia. Mengumpulkan gambar dan foto (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dari berbagai sumber termasuk internet, buku teks, dsb. 	<ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) Tingkat kelengkapan dan keruntutan (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>). Tingkat ketepatan unsur 	8 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya</p> <p>4.4 Menangkap makna undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks tulis undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai</p>	<p>undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).</p> <p>b. Menyebutkan informasi rinci dari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).</p> <ul style="list-style-type: none"> Unsur kebahasaan <p>(1) Kata dan tata bahasa yang lazim digunakan dalam undangan dan ucapan selamat dari sumber-sumber otentik.</p> <p>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(3) Ucapan, tekanan kata, intonasi</p>	<ul style="list-style-type: none"> Memberikan komentar dan pandangannya tentang fungsi (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) undangan pribadi dan (b) 	<p>kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>). <p>Sikap: Observasi</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses 		<p>benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailymail.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks.	<p>(4) Ejaan dan tanda baca</p> <p>(5) Tulisan tangan</p> <p><i>Topik</i></p> <p>Berbagai kegiatan, acara, dan hari penting siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, cinta damai, dan kerjasama.</p> <p><i>Multimedia:</i></p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>ucapan selamat (<i>greeting card</i>).</p> <ul style="list-style-type: none"> Membaca secara lebih cermat semua (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. Secara kolaboratif meniru contoh-contoh yang ada untuk membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dikumpulkan dari berbagai sumber tersebut di 	<p>pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), termasuk kemudahan dan kesulitannya.</p> <p>Pengetahuan:</p> <ul style="list-style-type: none"> Tertulis 		/

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>atas.</p> <ul style="list-style-type: none"> Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Membuat lebih banyak (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang 	<p>Penggunaan struktur teks dan unsur kebahasaan dalam (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) untuk fungsi nyata.</p> <p>Keterampilan:</p> <ul style="list-style-type: none"> Portofolio <p>Hasil analisis dan masukan melalui kumpulan karya peserta didik dalam bentuk berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik.</p> <ul style="list-style-type: none"> Produk <p>Membuat produk</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>jelas dan rapi.</p> <ul style="list-style-type: none"> Membicarakan permasalahan yang dialami dalam membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>(a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) untuk fungsi nyata.</p> <ul style="list-style-type: none"> Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) <p>Observasi terhadap tindakan siswa memahami dan menghasilkan (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas.</p>		
3.5 Menerapkan struktur teks dan unsur kebahasaan	Teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang,	<p>Mengamati</p> <ul style="list-style-type: none"> Terbiasa atau sering mendengar dan menyaksikan guru dan 	<ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan 	8 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya</p> <p>4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan</p>	<p>benda, binatang dalam jumlah yang tidak tertentu</p> <ul style="list-style-type: none"> • <i>Fungsi sosial</i> Menjelaskan, membanggakan, memuji, mengagumi, mengkritik, dsb. • <i>Struktur teks</i> <i>There are only a few students left in school. Where are the others?; How many chairs are there in this classroom? A lot.; There is not much water in the dry season. So we have to save water.; It's said that there very few monkeys in the zoo, and some are very thin., dan</i> semacamnya. • <i>Unsur kebahasaan</i> (1) Ungkapan dengan <i>There ...</i> (2) Kosa kata: kata benda, Kata 	<p>warga sekolah lain menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> • Dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa</p>	<p>dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak.</p> <ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan 		<p>dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>.</p> <p>(3) Kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p><i>Topik</i></p> <p>Keberadaan orang, binatang, benda, di kelas, sekolah,</p>	<p>Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dari film, kaset, buku teks, dsb. Menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri 	<p>tangan.</p> <ul style="list-style-type: none"> Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu. <p>Sikap:</p> <ul style="list-style-type: none"> Observasi Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi 		<p>dari internet, seperti:</p> <ul style="list-style-type: none"> www.dailylenglish.com http://americanenglish.state.gov/files/americanenglish/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.	<p>(fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.</p> <ul style="list-style-type: none"> Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> Membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dikumpulkan dari berbagai sumber tersebut di atas. Membandingkan ungkapan 	<p>terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, termasuk kemudahan dan kesulitannya. <p>Pengetahuan:</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Berupaya berbicara secara lancar dengan ucapan, 	<ul style="list-style-type: none"> • Tes tertulis <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.</p> <p>KETERAMPILAN</p> <ul style="list-style-type: none"> • Unjuk kerja <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang,</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>benda dan binatang dalam jumlah yang tidak tertentu.</p> <ul style="list-style-type: none"> Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) <p>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, ketika muncul kesempatan, di dalam dan di luar kelas.</p>		
3.6 Menerapkan	Teks lisan dan tulis	Mengamati	KRITERIA PENILAIAN	8 JP	<ul style="list-style-type: none"> Buku

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya</p> <p>4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang</p>	<p>untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</p> <ul style="list-style-type: none"> • <i>Fungsi sosial</i> Menghargai alam semesta, memberi contoh kebiasaan baik/jelek, membanggakan, dsb. • <i>Struktur teks</i> <i>The sun shines everyday in Indonesia, so it is mostly very green. My father is very healthy because he wakes up early and excersises everyday. We have English on Monday and Wednesday. Do you get up early? Yes, I help my Mom before I go to school; I clean the house and wash the dishes., dan</i> 	<ul style="list-style-type: none"> • Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Mencontoh kebiasaan tersebut dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara</p>	<ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. • Tingkat ketepatan unsur 		<p>Teks wajib</p> <ul style="list-style-type: none"> • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset • Contoh interaksi tertulis • Contoh

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dilakukan / terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>semacamnya.</p> <ul style="list-style-type: none"> • <i>Unsur kebahasaan</i> <p>(1) Kata kerja dalam Simple Present Tense.</p> <p>(2) Adverbia: <i>always, often, sometimes, never, usually, every ...</i></p> <p>(3) Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi,</p>	<p>lain tentang perbedaan antara cara menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirukan contoh-contoh interaksi dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan 	<p>kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. <p>CARA PENILAIAN:</p> <p>SIKAP</p> <ul style="list-style-type: none"> • Observasi 		<p>teks tertulis</p> <ul style="list-style-type: none"> • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailylenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p><i>Topik</i></p> <p>Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>kebenaran umum dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Menalar/Mengasosiasi</p>	<ul style="list-style-type: none"> Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang 		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Membandingkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum yang telah dikumpulkan dari berbagai sumber tersebut di atas. Membandingkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Menggunakan bahasa Inggris setiap kali muncul 	<p>tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN</p> <ul style="list-style-type: none"> Tes tertulis <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.</p> <p>KETERAMPILAN</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>kesempatan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<ul style="list-style-type: none"> Unjuk kerja Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) <p>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan / kejadian yang</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			dilakukan/terjadi secara rutin atau merupakan kebenaran umum, ketika muncul kesempatan, di dalam dan di luar kelas.		
3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.	<p>Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini</p> <ul style="list-style-type: none"> • <i>Fungsi sosial</i> Menjelaskan, memberi alasan, memberi contoh tindakan, dsb.. • <i>Struktur teks</i> <i>What are you doing here? Waiting for her; Don't play around. Look! Everybody is doing their task.; I need to see the Principal. May I see</i> 	<p>Mengamati</p> <ul style="list-style-type: none"> • Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian 	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh peragaan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p><i>him now? No, he's having a meeting.; Be quiet, please. The baby is sleeping. , dan semacamnya.</i></p> <ul style="list-style-type: none"> • <i>Unsur kebahasaan</i> <p>(1) Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense.</p> <p>(2) Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(3) Kata kerja untuk keadaan: <i>be, have</i>, dalam Present Continuous Tense.</p> <p>(4) Adverbia: <i>now</i></p> <p>(5) Kata ganti obyek: <i>me, you, him, her</i>,</p>	<p>saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa 	<p>an yang sedang dilakukan/berlangsung saat ini.</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. <p>CARA PENILAIAN:</p>		<p>dalam bentuk rekaman CD/VCD/ DVD/kaset</p> <ul style="list-style-type: none"> • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailylenglish.com - http://americanenglish.state.gov/files/america/english_resource_files - http://learnenglish.britishcouncil.org

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>us, dst.</i></p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi,</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan.</p> <p><i>Topik</i></p> <p>Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>Inggris dari film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> Menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang 	<p>SIKAP</p> <ul style="list-style-type: none"> Observasi <ul style="list-style-type: none"> Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar 		shcouncil.org/en/

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dilakukan/berlangsung saat ini dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial 	<p>menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN</p> <ul style="list-style-type: none"> • Tes tertulis <ul style="list-style-type: none"> Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. <p>KETERAMPILAN</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dan unsur kebahasaan yang digunakan.</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang 	<ul style="list-style-type: none"> Unjuk kerja Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan 		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dilakukan/berlangsung saat ini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	/berlangsung saat ini, ketika muncul kesempatan, di dalam dan di luar kelas.		



EXPERTS' JUDGMENT RUBRIC

Expert : Dahniar, S.Pd., M.Pd

The Lecturer of English Education Department at UIN Alauddin Makassar

Petunjuk: Berilah jawaban pertanyaan berikut sesuai dengan pendapat anda, dengan cara memberi tanda (√) pada kolom yang tersedia.

No.	Aspects	Criteria	1	2	3	4	Keterangan
1	Organization of multiple choice test	The materials of the test are organized attractively.					4. Bila materi tes itu sangat menarik 3. Bila materi tes itu menarik 2. Bila materi tes itu tidak menarik 1. Bila materi tes itu sangat tidak menarik
		The multiple choice English test is well-designed.					4. Bila tes itu didesain sangat baik 3. Bila tes itu didesain baik 2. Bila tes itu didesain tidak baik 1. Bila tes itu didesain sangat tidak baik
2	Questions	The questions are understandable.					4. Bila pertanyaan sangat dimengerti 3. Bila pertanyaan dimengerti 2. Bila pertanyaan tidak dimengerti 1. Bila pertanyaan sangat tidak dimengerti
		The questions are clear.					4. Bila pertanyaan sangat jelas 3. Bila pertanyaan jelas 2. Bila pertanyaan tidak jelas 1. Bila pertanyaan sangat tidak Jelas
		The questions are too easy.					4. Bila pertanyaan sangat tidak mudah 3. Bila pertanyaan tidak mudah 2. Bila pertanyaan mudah 1. Bila pertanyaan sangat mudah

No.	Aspects	Criteria	1	2	3	4	Keterangan
		The questions are too difficult.					4. Bila pertanyaan sangat tidak sulit 3. Bila pertanyaan tidak sulit 2. Bila pertanyaan sulit 1. Bila pertanyaan sangat sulit
		The questions are appropriate.					4. Bila pertanyaan sangat sesuai 3. Bila pertanyaan sesuai 2. Bila pertanyaan tidak sesuai 1. Bila pertanyaan sangat tidak Sesuai
		The questions reinforce what learners have already learned.					4. Bila pertanyaan sangat mengukur peserta didik apa yang sudah dipelajari 3. Bila pertanyaan mengukur peserta didik apa yang sudah dipelajari 2. Bila pertanyaan tidak mengukur peserta didik apa yang sudah dipelajari 1. Bila pertanyaan sangat tidak mengukur peserta didik apa yang sudah dipelajari
		The questions challenge the knowledge of learners.					4. Bila pertanyaan sangat menantang pengetahuan peserta didik 3. Bila pertanyaan menantang pengetahuan peserta didik 2. Bila pertanyaan tidak menantang pengetahuan peserta didik 1. Bila pertanyaan sangat tidak menantang pengetahuan peserta didik

No.	Aspects	Criteria	1	2	3	4	Keterangan
3	Distractors	The distractors are clear.					4. Bila pengecoh sangat jelas 3. Bila pengecoh jelas 2. Bila pengecoh tidak jelas 1. Bila pengecoh sangat tidak Jelas
		The distractors are appropriate.					4. Bila pengecoh sangat sesuai 3. Bila pengecoh sesuai 2. Bila pengecoh tidak sesuai 1. Bila pengecoh sangat tidak Sesuai
		The distractors are understandable.					4. Bila pengecoh sangat dimengerti 3. Bila pengecoh dimengerti 2. Bila pengecoh tidak dimengerti 1. Bila pengecoh sangat tidak Dimengerti
		The distractors are confusing.					4. Bila pengecoh sangat tidak membingungkan 3. Bila pengecoh tidak membingungkan 2. Bila pengecoh membingungkan 1. Bila pengecoh sangat Membingungkan
		The distractors are ambiguous.					4. Bila pengecoh sangat tidak ambigu 3. Bila pengecoh tidak ambigu 2. Bila pengecoh ambigu 1. Bila pengecoh sangat Ambigu

No	Aspects	Criteria	1	2	3	4	Keterangan
4	Coverage of materials in the test	The coverage of the materials in the test is in line with the syllabus of the course					4. Bila cakupan materi dalam tes sangat sejalan dengan silabus 3. Bila cakupan materi dalam tes sejalan dengan silabus 2. Bila cakupan materi dalam tes tidak sejalan dengan Silabus 1. Bila cakupan materi dalam tes sangat tidak sejalan dengan silabus
		The coverage of the materials in the test is relevant to the goals of the course.					4. Bila cakupan materi dalam tes sangat relevan dengan tujuan pembelajaran 3. Bila cakupan materi dalam tes relevan dengan tujuan pembelajaran 2. Bila cakupan materi dalam tes tidak relevan dengan tujuan pembelajaran 1. Bila cakupan materi dalam tes sangat tidak relevan dengan tujuan pembelajaran
		The coverage of the materials in the test is understandable.					4. Bila cakupan materi dalam tes sangat dimengerti 3. Bila cakupan materi dalam tes dimengerti 2. Bila cakupan materi dalam tes tidak dimengerti 1. Bila cakupan materi dalam tes sangat tidak dimengerti
5	Language	The language used is appropriate with students' English proficiency.					4. Bila bahasa yang digunakan sangat sesuai dengan kemampuan bahasa Inggris siswa. 3. Bila bahasa yang digunakan sesuai dengan kemampuan bahasa Inggris siswa. 2. Bila bahasa yang digunakan tidak sesuai dengan kemampuan bahasa Inggris siswa. 1. Bila bahasa yang digunakan Sangat tidak sesuai dengan

						kemampuan bahasa Inggris siswa.
						4. Bila bahasa yang digunakan sangat jelas 3. Bila bahasa yang digunakan jelas 2. Bila bahasa yang digunakan tidak jelas 1. Bila bahasa yang digunakan Sangat tidak jelas
						4. Bila bahasa yang digunakan sangat tidak membingungkan 3. Bila bahasa yang digunakan tidak membingungkan 2. Bila bahasa yang digunakan membingungkan 1. Bila bahasa yang digunakan sangat membingungkan
						4. Bila bahasa yang digunakan sangat dimengerti 3. Bila bahasa yang digunakan dimengerti 2. Bila bahasa yang digunakan tidak dimengerti 1. Bila bahasa yang digunakan Sangat tidak dimengerti

EXPERTS' JUDGMENT RUBRIC

Expert : Andi Asmawati, S.Pd., M.Pd

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Petunjuk: Berilah jawaban pertanyaan berikut sesuai dengan pendapat anda, dengan cara memberi tanda (√) pada kolom yang tersedia.

No.	Aspects	Criteria	1	2	3	4	Keterangan
1	Organization of multiple choice test	The materials of the test are organized attractively.					4. Bila materi tes itu sangat menarik 3. Bila materi tes itu menarik 2. Bila materi tes itu tidak menarik 1. Bila materi tes itu sangat tidak menarik
		The multiple choice English test is well-designed.					4. Bila tes itu didesain sangat baik 3. Bila tes itu didesain baik 2. Bila tes itu didesain tidak baik 1. Bila tes itu didesain sangat tidak baik
2	Questions	The questions are understandable.					4. Bila pertanyaan sangat dimengerti 3. Bila pertanyaan dimengerti 2. Bila pertanyaan tidak dimengerti 1. Bila pertanyaan sangat tidak dimengerti
		The questions are clear.					4. Bila pertanyaan sangat jelas 3. Bila pertanyaan jelas 2. Bila pertanyaan tidak jelas 1. Bila pertanyaan sangat tidak Jelas
		The questions are too easy.					4. Bila pertanyaan sangat tidak mudah 3. Bila pertanyaan tidak mudah 2. Bila pertanyaan mudah 1. Bila pertanyaan sangat mudah

No.	Aspects	Criteria	1	2	3	4	Keterangan
		The questions are too difficult.					4. Bila pertanyaan sangat tidak sulit 3. Bila pertanyaan tidak sulit 2. Bila pertanyaan sulit 1. Bila pertanyaan sangat sulit
		The questions are appropriate.					4. Bila pertanyaan sangat sesuai 3. Bila pertanyaan sesuai 2. Bila pertanyaan tidak sesuai 1. Bila pertanyaan sangat tidak Sesuai
		The questions reinforce what learners have already learned.					4. Bila pertanyaan sangat mengukur peserta didik apa yang sudah dipelajari 3. Bila pertanyaan mengukur peserta didik apa yang sudah dipelajari 2. Bila pertanyaan tidak mengukur peserta didik apa yang sudah dipelajari 1. Bila pertanyaan sangat tidak mengukur peserta didik apa yang sudah dipelajari
		The questions challenge the knowledge of learners.					4. Bila pertanyaan sangat menantang pengetahuan peserta didik 3. Bila pertanyaan menantang pengetahuan peserta didik 2. Bila pertanyaan tidak menantang pengetahuan peserta didik 1. Bila pertanyaan sangat tidak menantang pengetahuan peserta didik

No.	Aspects	Criteria	1	2	3	4	Keterangan
3	Distractors	The distractors are clear.					4. Bila pengecoh sangat jelas 3. Bila pengecoh jelas 2. Bila pengecoh tidak jelas 1. Bila pengecoh sangat tidak Jelas
		The distractors are appropriate.					4. Bila pengecoh sangat sesuai 3. Bila pengecoh sesuai 2. Bila pengecoh tidak sesuai 1. Bila pengecoh sangat tidak Sesuai
		The distractors are understandable.					4. Bila pengecoh sangat dimengerti 3. Bila pengecoh dimengerti 2. Bila pengecoh tidak dimengerti 1. Bila pengecoh sangat tidak Dimengerti
		The distractors are confusing.					4. Bila pengecoh sangat tidak membingungkan 3. Bila pengecoh tidak membingungkan 2. Bila pengecoh membingungkan 1. Bila pengecoh sangat Membingungkan
		The distractors are ambiguous.					4. Bila pengecoh sangat tidak ambigu 3. Bila pengecoh tidak ambigu 2. Bila pengecoh ambigu 1. Bila pengecoh sangat Ambigu

No	Aspects	Criteria	1	2	3	4	Keterangan
4	Coverage of materials in the test	The coverage of the materials in the test is in line with the syllabus of the course					4. Bila cakupan materi dalam tes sangat sejalan dengan silabus 3. Bila cakupan materi dalam tes sejalan dengan silabus 2. Bila cakupan materi dalam tes tidak sejalan dengan Silabus 1. Bila cakupan materi dalam tes sangat tidak sejalan dengan silabus
		The coverage of the materials in the test is relevant to the goals of the course.					4. Bila cakupan materi dalam tes sangat relevan dengan tujuan pembelajaran 3. Bila cakupan materi dalam tes relevan dengan tujuan pembelajaran 2. Bila cakupan materi dalam tes tidak relevan dengan tujuan pembelajaran 1. Bila cakupan materi dalam tes sangat tidak relevan dengan tujuan pembelajaran
		The coverage of the materials in the test is understandable.					4. Bila cakupan materi dalam tes sangat dimengerti 3. Bila cakupan materi dalam tes dimengerti 2. Bila cakupan materi dalam tes tidak dimengerti 1. Bila cakupan materi dalam tes sangat tidak dimengerti
5	Language	The language used is appropriate with students' English proficiency.					4. Bila bahasa yang digunakan sangat sesuai dengan kemampuan bahasa Inggris siswa. 3. Bila bahasa yang digunakan sesuai dengan kemampuan bahasa Inggris siswa. 2. Bila bahasa yang digunakan tidak sesuai dengan kemampuan bahasa Inggris siswa. 1. Bila bahasa yang digunakan Sangat tidak sesuai dengan

						kemampuan bahasa Inggris siswa.
						4. Bila bahasa yang digunakan sangat jelas 3. Bila bahasa yang digunakan jelas 2. Bila bahasa yang digunakan tidak jelas 1. Bila bahasa yang digunakan Sangat tidak jelas
						4. Bila bahasa yang digunakan sangat tidak membingungkan 3. Bila bahasa yang digunakan tidak membingungkan 2. Bila bahasa yang digunakan membingungkan 1. Bila bahasa yang digunakan sangat membingungkan
						4. Bila bahasa yang digunakan sangat dimengerti 3. Bila bahasa yang digunakan dimengerti 2. Bila bahasa yang digunakan tidak dimengerti 1. Bila bahasa yang digunakan Sangat tidak dimengerti

CURRICULUM VITAE



Estiati, S.Pd was born on September 12, 1994 in Makassar, South Sulawesi. Born as the third child in her family with one brother and one sister, Asriady, S.E and Evi Sulastiawati. She spent her childhood studying in SDN Mandai from 1999 to 2005 and continued to SMPN 9 Makassar 2005 to 2008. Then, she took her senior high school in SMK Shandy Putra 1 Telkom Makassar from 2008 to 2011. In 2012, she choose to continue her education in UIN Alauddin Makassar and to major in English Education Department.

